

**Job Satisfaction and Organisational Commitment in a Changing Environment: Insights  
from employees of Sefako Makgatho Health Sciences University**

**By**

**Owen Zivanai Mukwawaya**

**A Mini- dissertation submitted in Partial Fulfilment of the requirements for the degree of**

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**Turfloop Graduate School of Leadership,**

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**Supervisor: Ms MF Rangongo**

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## LETTER FROM THE EDITOR

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Revd. Dr. Lutz Ackermann  
(Independent Researcher)  
Mankweng, Zone A, Stand 506  
Tel: +27 72 3487010  
e-mail: DRLA4 @ directbox.com

22 Nov 2015

### TO WHOM IT MAY CONCERN

This is to confirm, that I, Dr Lutz Ackermann, have read the Research Thesis entitled

“Job Satisfaction and Organisational Commitment in a Changing Environment: Insights from employees of the Sefako Makgatho Healthy Sciences University”

by Mr **Owen Zivanai Mukwawaya**

(student number 201533163) and that I am satisfied with the quality of work he has produced in terms of structuring the document, in terms of style, grammar and spelling. Suggestions for suitable corrections and improvements have been made to the candidate.



(Rev. Dr. Lutz Ackermann, Mankweng)

## DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Master of Business Administration has not been previously submitted by me for a degree at any other University; that is my own work in design and execution, and that all material contained herein has been duly acknowledged.

.....

O.Z Mukwawaya

.....

Date

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## DEDICATIONS

**My Father-** With prodigious delight and enthusiasm, I would like to dedicate this dissertation to my father Mr Bernard Mukwawaya for the foundation he laid in me since the death of my mother Netty Zvoushe in 1996. You are such a caring icon whose guidance and intellectual prowess is of outmost importance in my success.

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## **ABSTRACT**

This research report investigated job satisfaction and organisational commitment in a changing environment at Sefako Makgatho Health Sciences University (SMU). The desire to this enquiry was a result of the recent de-merger and name change experienced at the University hence the researcher developed curiosity to determine if employees are still satisfied with their jobs and whether they are still committed to work for the organisation. The research also investigated the perceptions of employees regarding management of change at SMU.

Evidence from the obtained data shows that employees are generally satisfied to work for SMU hence it seems to suggest that they are also committed to work for SMU. The research was quantitative in nature utilising convenient sampling method. A convenient sample size of (114) was utilised in the execution of this research. The sample was drawn from both administrative and academic staff of the institution. Sections A, B and C of the questionnaire were analysed using SPSS version 22 and section D of the questionnaire was analysed using thematic analysis.

## **LIST OF ACRONYMS/ ABBREVIATIONS**

SMU- Sefako Makgatho Health Sciences University

SPSS- Statistical Package for Social Sciences

MEDUNSA- Medical University of Southern Africa

MSQ- Minnesota Satisfaction Questionnaire

OCQ- Organisational Commitment Questionnaire

UL- University of Limpopo

UNIN- University of the North

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## **CHAPTER 1**

### **OVERVIEW OF THE STUDY**

#### **1.1 INTRODUCTION**

The research investigated job satisfaction and organisational commitment at Sefako Makgatho Health Sciences University (SMU) in Gauteng Province. The University has benefits and incentives that are supposed to, amongst others, motivate employees for optimal performance. So the study wanted to find out if employees of the institution are job satisfied and thus motivated enough to perform. Motivation theorists like Maslow, Herzberg, Adams and many others were envisaged to provide a detailed account on the relationship between job satisfaction and organisational commitment and performance at work. The research was quantitative in nature to determine job satisfaction and organisational commitment. Obtained data was analysed using Statistical Package for Social Sciences (SPSS).

This chapter presents the motivation of the study and significance of the study. It also presents the aims and objectives of the study and provides a brief outline of the research report.

#### **1.2 BACKGROUND OF THE STUDY**

The South African higher education sector has experienced extensive transformation since the emergence of democracy in 1994 (Mafini, 2014). The transformations were intended to enable higher education institutions in the country to produce outcomes that are in line with the dynamic needs and demands of the society. One of the greatest changes that affected the university in the current study is the de-merger and name change from to University of Limpopo (Medunsa campus) to Sefako Makgatho Health Sciences University.

The de-merger as well as name change remains hamstrung by a plethora of challenges which include inter alia, resistance to change, demotivation, and loss of identity and future uncertainty of staff among others. In light of the changes that have been going on, the research determined whether employees at Sefako Magkatho Health Sciences University are still committed to work there or not.

This particular research determined the job satisfaction and organisational commitment of employees of Sefako Makgatho Health Sciences University after the de-merger and change in name. In addition, the study wanted to find out how the employees felt about the changes and how these changes were managed.

### **1.3 RATIONAL/MOTIVATION FOR THE STUDY**

The South African tertiary institutions have undergone tremendous change (Mafini, 2014). The Sefako Makgatho Health Science University is one such organisation which has undergone this rapid alteration. The merger of the then University of the North with Medical University of Southern Africa on 1<sup>st</sup> of January 2005 brought abrupt changes within the newly formed University of Limpopo. Currently the recent de-merger of this giant University of Limpopo on 1<sup>st</sup> of January 2015 also brought confusion among staff.

The recent de-merger and name change of the previous Medunsa campus of the University of Limpopo to Sefako Makgatho Health Sciences University has caused great cause for concern. Job insecurity, instability and lack of motivation among other factors, threatens employees if such change occurs (Mafini, 2014). It is logical for one to expect that due to the changes employees may be experiencing pressure and anxiety as a result of the expectations of employers, the community, media and other stakeholders. This poses a number of challenges that include frustrations and tensions, feelings of job insecurity, instability and lack of motivation among staff, the enormity of which is often underestimated. As a result employees may experience no job satisfaction and /or lack of organisational commitment amongst other experiences.

This research also determined the perceptions of employees about the recent name change.

#### **1.4 SIGNIFICANCE OF THE STUDY**

The findings of this study are envisaged to be useful in empowering management at Sefako Makgatho Health Sciences University (SMU) to motivate and satisfy the needs of their employees. By optimising on job satisfaction at (SMU), a reduction in dysfunctional actions by employees such as absenteeism, high labour turnover, industrial actions and unsatisfactory work performance will hopefully be witnessed.

Organisational commitment will also be enhanced if management at SMU is committed to fully satisfy the needs of employees and the job satisfaction of employees is increased or maintained. The research will play a pivotal role in informing management about the job satisfaction and organisational commitment of their employees as well as their opinions about managing change and transformation. So the result will hopefully inform future (1) management of change in this organisation as well as other organisations going through similar kind of changes and (2) policies on employee retention strategies at SMU and other organisations. In addition, in both the public and private sectors management will expectantly see the importance of job satisfaction in achieving organisational commitment and subsequent accomplishment of organisational objectives.

#### **1.5. STATEMENT OF THE STUDY**

The South African education system has been negatively affected by high labour turnover (Robyn and Du Preez, 2013). Employees are seemingly moving for greener pastures as a way of expressing their frustration to management. In a study conducted by Robyn and Du preez (2013) which was aimed at determining why generations Y academics have a greatest tendency of quitting their jobs in South African Universities, it is evident that if employees are less motivated, their desire to leave the organisation will be high. On the other hand, management in these tertiary institutions seem to be reluctant to provide better motivational incentives for them to retain staff members.

Another factor that has been found to have an effect on job satisfaction and organisational commitment, as well as subsequent performance, is change. The Sefako Makgatho Health Sciences University has undergone changes in the form of a de-merger from the University of Limpopo as well as changing their name. So this current study was aimed at determining job satisfaction and organisational commitment at Sefako Makgatho Health Sciences University in the face of all these changes. The de-merger and name change that has been recently experienced at Sefako Makgatho Health Sciences University has a negative impact to employee satisfaction and their desire to remain in the university because of future uncertainty. Maswanganyi (2012) argued that organisational change negatively affect job satisfaction organisational commitment and ultimately performance. The lowered job satisfaction and organisational commitment can ultimately lead to labour turnover.

## **1.6. AIM AND OBJECTIVES OF THE STUDY**

### **1.6.1 Aim of the Study**

The aim of this study was to determine the job satisfaction as well as organisational commitment of employees at Sefako Makgatho Health Sciences University.

### **1.6.2 The Objectives of the Study**

The objectives of the current study are:

To determine the job satisfaction of employees at Sefako Makgatho Health Sciences University.

To find out if employees are committed to the organisation or not.

To determine the perceptions of employees about the changes that took place in their institution as well as their opinion on how those changes were managed.

## **1.7. RESEARCH QUESTIONS**

The study was guided by the following research questions:

- Are employees currently satisfied with their jobs at Sefako Makgatho Health Sciences University?
- Are employees currently committed to work at SMU?
- What are the perceptions of employees pertaining to the changes (de-merger and name change) experienced at Sefako Makgatho Health Sciences University in 2015?

## **1.8. DEFINITION OF KEY TERMS**

In this research the following terms mean the following:

**1.8.1. Job Satisfaction-** Locke (1969) as cited in Luthans (2011) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Agho, Mueller and Price (1993) also define job satisfaction as a personal evaluation of conditions present in the job, or outcome that arise as a result of having a job. Job satisfaction further relates to the extensive magnitude in which people enjoy being at their jobs, doing their work as well as being rewarded for their efforts (Hirshfield, 2000). This suggests that job satisfaction has to do with an individual's perception and evaluation of their job and this perception is influenced by unique circumstances such as needs, values and expectations (Buitendach & De Witte, 2005).

**1.8.2 Organisational commitment-** The concept of organisational commitment is concerned with the degree to which employees are involved with their organisation and are interested in remaining within them (Baron & Greenberg, 2008). Organisational commitment has also been defined as a psychological state that characterises an employee's identification, involvement and ultimate relationship with the organisation (Paulina, Ferguson & Bergeronb, 2006). Passarelli (2011) argued that organisational commitment is a multifaceted concept encompassing hard work, the involvement in organisational activities as well as the implicit and explicit identification with organisational values; it reflects loyalty of employees and is an ongoing process.

### **Types of Organisational commitment**

**(a) Continuance commitment-** Robbins (2005) argued that this type of commitment refers to the strength of a person's desire to remain working for an organisation due to his or her beliefs that it may be costly to leave. The longer employees remain in their organisation, the

more they stand to lose what they have invested in the organisation over the years. Many employees are committed to staying on their jobs simply because they are unwilling to risk losing these things. Such employees may be said to have a high desire of continuance commitment. In this case those employees would stay on their jobs their whole life, starting at the bottom and working their way up to the top.

**(b) Affective commitment-** It is the strength of employees' desire to continue working for an organisation because they agree with its underlying goals and values. Employees feeling high degrees of affective commitment desire to remain in their organisation because they endorse what the organisation stands for and are willing to help it in its mission (Ferreira, Basson & Coetzee, 2010). Sometimes when an organisation is undergoing change, employees may wonder whether their personal values continue to be in line with those of the organisation in which they continue to work. When this happens, they may question whether they still belong, and if they believe not, they resign.

**(c) Normative commitment-** Robbins (2010) argued that this type of commitment refers to employee's feeling of obligation to stay with their organisation because of pressures from others. Employees who have high degrees of normative commitment are greatly concerned about what others would think of them for leaving. They would be reluctant to disappoint their employers and would be concerned that fellow employees might think poorly of them for resigning.

**1.8.3 Organisational change-** Organisational change is an alteration of an organisation's environment, structure, technology or people (Robbins et al., 2009). Organisational change can result in job insecurity and therefore needs to be managed well.

**1.8.4 Change management-** It is a systematic approach in dealing with change both from the perspective of an organisation and an individual employee (Luthans, 2011).

## **1.9. RESEARCH METHODOLOGY**

A cross-sectional quantitative research design was utilised with the aid of a survey questionnaire. The survey method is considered for this study because it facilitates the collection of data from large populations, making it easier to develop and administer the research questionnaire whilst generalising the research findings (Malhotra, 2010).

The target population comprised of all the employees of Sefako Makgatho Health Sciences University (Medunsa Campus) in Pretoria. This population includes administrative and lecturing permanent staff members. The research utilised probability sampling, specifically the stratified random sampling. Considering the population size at Sefako Makgatho University, the sample size of (110) participants was estimated with the confidence interval of 5% and the expected frequency of 50%.

## **1.10. ETHICAL CONSIDERATION**

The following ethical issues were taken into consideration:

**1.10.1. Permission** to conduct the study was sought from the University management prior conducting the study.

**1.10.2. Informed consent:** Leedy and Ormrod (2010) argued that research with human beings requires informed consent. The participants must know the nature of the study and must grant written permission. The study and its purpose were well explained to the participants so that they give informed consent.

**1.10.3. Confidentiality:** In this particular research confidentiality was strictly adhered to. No identifying information was asked for and data was kept confidential.

**1.10.4. Research results:** The results were made available and accessible to interested stakeholders. The information obtained during the study was not used to harm the participants in any way.

**1.10.5. Voluntary participation:** Participants participated on a voluntary basis and was informed feel free to discontinue their participation at any time during the course of the research.

## **1.11. OUTLINE OF THE RESEARCH REPORT**

The research is organised as follows:

- Chapter one of the research report consists of the background to the study, problem statement, aim and objectives of the study, research questions and significance of the study.
- Chapter two of the report presents the literature review, focusing on job satisfaction, organisational commitment and change management.
- Chapter three presents the research methodology and design. It also outlines the study area, study population, sampling procedure, data collection method and analysis.
- Chapter four presents the results of the study, discussion and interpretation thereof
- Chapter five presents conclusions from the study and recommendations.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter will discuss the relevant literature pertaining to organisational change focussing mainly on: change management, approaches in managing organisational change including Kurt Lewin's model of change, sources of resistance to change and ways of dealing with resistance to change. It will also explain job satisfaction and theories of job satisfaction. It will further discuss job satisfaction and job performance, life satisfaction, turnover intentions and organisational commitment. A number of motivational theories will be discussed as major ways of increasing job satisfaction in organisations. Lastly organisational commitment will be discussed under the following sub headings: Affective, normative and continuance commitment. The relationship between job satisfaction and organisational commitment will also be discussed.

#### **2.2 ORGANISATIONAL CHANGE**

Organisations are facing dynamic and changing environment. These organisations need to adapt to this change. Depending on how change is managed, it can bring more harm than good or vice versa. For an organisation to achieve global competitiveness, it must change the way it operates (Robbins, Judge, Odendaal & Roodt, 2009). The South African higher education sector has also experienced major shift in response to the global changes taking place around the world (Mafini, 2014). In particular, the recent de-merger of Medunsa from the University of Limpopo and subsequent name change to Sefako Makgatho Health Sciences University (SMU) is clear cut evidence that organisations in the South African context are changing with time. There are a number of forces that affect these changes some of which are technology, nature of the workforce, competition, economic shocks, social trends and world politics.

In an organisational context, structure, technology, physical setting and people can be changed so as to move with time (Robbins et al., 2009). Change in organisational structure

denotes altering one or more of the key elements in an organisational structure. For instance, departmental responsibilities can be combined, vertical layers removed, and span of control widened to make the organisation flatter. Competitive factors on the other hand require change agents to introduce new equipment, tools or operating methods. Robins et al. (2009) reported that changing the physical setting may involve more creative forms of working. Lastly changing people involve helping individuals and groups to work more effectively together. Table 2.1 underneath depicts the forces that drive change and organisational implications.

**Table 2.1: Forces that derive change and organisational implications**

<b>Forces of change</b>	<b>Implications</b>
<b>Nature of workforce</b> <ul style="list-style-type: none"> <li>• Greater degree of cultural diversity in organisation</li> <li>• Increase in professionals</li> <li>• Many new entrants and many with inadequate skills</li> </ul>	<b>Need for</b> <ul style="list-style-type: none"> <li>• Effective management of cultural diversity</li> <li>• Intellectual capital management</li> <li>• Strategic human resource management</li> </ul>
<b>Technology</b> <ul style="list-style-type: none"> <li>• Faster and cheaper computers</li> <li>• Total Quality Management (TQM)</li> <li>• Re-engineering programmes</li> </ul>	<b>Need for</b> <ul style="list-style-type: none"> <li>• Need for sustainable development</li> </ul>
<b>Economic shocks</b> <ul style="list-style-type: none"> <li>• Increased oil prices</li> <li>• Increased petrol prices</li> <li>• Volatility of the South African rand and high inflation rate</li> <li>• Electricity shortages</li> <li>• Attacks on the USA</li> </ul>	<ul style="list-style-type: none"> <li>• Need for sustainable development</li> </ul>
<b>Competition</b> <ul style="list-style-type: none"> <li>• Global competitors</li> <li>• Mergers and acquisitions</li> <li>• Growth of the internet commerce</li> </ul>	<ul style="list-style-type: none"> <li>• Need for strategic planning management</li> <li>• Need to attain Business Excellence</li> </ul>
<b>Social trends</b> <ul style="list-style-type: none"> <li>• Delayed marriages by young people</li> <li>• Increased divorce rates</li> <li>• Smaller families</li> <li>• Quality of life and increased focus on leisure</li> <li>• Popularity of sport utility vehicles</li> <li>• Attitude towards smokers</li> <li>• HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Need for early recognition of market opportunity</li> </ul>
<b>World politics</b> <ul style="list-style-type: none"> <li>• Opening of markets in China</li> <li>• Post-apartheid entry into the global arena</li> </ul>	<ul style="list-style-type: none"> <li>• Need to identify, sustain and exploit a competitive advantage</li> </ul>

Adapted from Robbins et al. (2009:481)

It is imperative to note that when change is introduced in an organisation it is often responded with resistance by staff members of the organisation. The major reasons that can be attributed to this resistance can be fear of job security among others (Bosch, 2005).

### **2.2.1 Change in the context of Sefako Makgatho University**

Sefako Makgatho Health Sciences University (SMU) formerly known as the Medical University of Southern Africa (Medunsa) was founded in 1976 to address both the under-representation of blacks in the health professions and the lack of good health care in South Africa. The university trains most of the black physicians, dentists, veterinarians, and allied health professionals in South Africa and the university has undergone tremendous change since its inception to date.

In 2005 Medunsa was merged with the University of the North (UNIN), located some 300 km away, to form the University of Limpopo (UL). The giant University of Limpopo opened its doors on January 1 2005. Malatjie (2007) argued that the merger raised many eyebrows, and was widely seen as irrational and ill-conceived. Indeed, the arranged marriage proved to be extremely difficult with too many irreconcilable differences. The minister of Higher education and Training Dr Blade Nzimande (2011) argued that the merger of these two universities lasted for ten years and logistical problems were experienced during the merger hence the decision to demerger.

In May 2011, the Minister of Higher Education and Training Dr Blade Nzimande publicly announced that the controversial merger would be reversed. Medunsa was reconstituted as a new stand-alone institution exclusively dedicated to the training of a wide spectrum of human resources for health with a new name Sefako Makgatho Health Sciences University (SMU). The newly established SMU opened its doors on January 1 2015.

The tremendous change that was witnessed at Medusa could have some implications to staff members in terms of future uncertainty, job security and fear of the unknown (Makgoba & Mubangizi, 2010). This research aims to determine the relationship between job satisfaction and organisational commitment in a turbulent environment.

### 2.2.2 Resistance to Change

According to Wood, Wallace and Zeffane (1998:590) “resistance to change is any attitude or behaviour that reflects a person’s unwillingness to make or support a desired change”. Wood, Wallace and Zeffane (1998) further argued that change normally comes with job insecurity, turnover intentions and future uncertainty amongst employees. Many employees in different organisations resist change when it is introduced. Robbins et al. (2009) argued that the transformation of the South African higher education system by merging universities and technikons is a good example where employees resisted change. The aim of the transformation was to solve problems of duplication of services and/or resources, eliminate fragmentation, cut costs and improve the quality and efficiency of the institutions.

The size and shape of the higher education sector had to be restructured into a more equitable one that fulfils the social and economic requirement of the country and ensure learning in a multicultural and diverse environment. It is important to note that sources of resistance to change can be broadly divided into individual resistance and organisational resistance to change. Robbins et al. (2009) suggested a number of sources of resistance to change as follows:

### 2.2.3 Sources of Individual Resistance to Change

Burnes (1996) has the view that change is normally experienced with resistance in an organisation because of uncertainties about employees’ future. The following discussion focuses on sources of individual resistance to change.

**Habit-** Human beings have a habit of resisting changing. When confronted with change, human beings have a tendency of responding in accustomed ways.

**Security-** Employees with high need for security resist change the most because it threatens their jobs. Layoffs are a great possibility with change thereby, creating feelings of possible job loss and insecurity.

**Economic factors-** The greatest fear often experienced by employees in a changing environment is the fact that their salaries may be lowered. Robbins et al. (2009) argued that changes in the job tasks or established work routine can cause economic fears.

**Selective information processing-** Employees normally shape their world through their perceptions. Once they have created this world, they resist change. Hence employees are guilty of processing information selectively in order to keep their perceptions intact.

**Fear of the unknown-** This type of individual resistance to change is very common. Employees in an organisation hold the dislike for uncertainty (Wood, Wallace & Zeffane, 1998).

#### **2.2.4 Sources of Organisational Resistance to Change**

Robbins et al. (2009) argued that the following are the major sources of organisational resistance to change.

**Structural inertia-** This is resistance to change that normally come when organisations are confronted with change, the organisation's structural inertia will act as a counterbalance to sustain stability.

**Threat to expertise-** Changes in the ways in which the organisation does things will be a great threat to specialised group of employees.

**Threat to power relations-** Change normally threatens power relations if it involves decision making. Consider for instance participative decision making will empower employees and disempower top management who were used to solely make decision for the entire staff.

**Threat to resource allocation-** change normally brings threat to scarce resources especially if the resources are to be shared amongst departments.

**Limited focus of change-** Firms are normally made up of interconnected subsystems. Management cannot change one without affecting the other. Robbins et al. (2009) argued that if management changes the technological process without simultaneously modifying the organisation's structure to match, the change in technology is not likely to be accepted.

#### **2.2.5 Ways of overcoming resistance to change**

There are a number of strategies that can be used by management to overcome resistance to change among staff. The major methods include participation, education and communication, facilitation and support, negotiation, manipulation and coercion. Detailed account of each of the above strategies will be envisaged below.

**(a) Education and communication**

Educating employees about the benefit of change is very important. Employees need to have a clear insight about the advantages for change. Employees normally do not resist change if it planned and communicated to them timeously. Communication can be achieved using internal memos or notice bulletins. One-on-one method of communication is also effective but can be time consuming.

**(b) Participation**

Employees do not normally resist change if they are involved as change agents. In other words allowing employees to participate in the change process helps them to understand the reasons for change better and get their buy-in.

**(c) Negotiation**

Negotiation is one of the most powerful methods that can be used if employees are showing signs of resisting change in the organisation. For, instance, if few powerful individuals resist the change, a specific reward package could be negotiated to meet employees' individual needs.

**(d) Facilitation and support**

If employees are resisting change, a couple of techniques can be used to reduce resistance to change. When employees' fears and anxieties are high, counselling and therapy, new skills training, or short paid leave of absence may aid adjustment (Robbins et al., 2009).

**(e) Manipulation and co-optation**

Wood, Wallace and Zeffane (1998) argued that manipulation denotes the deliberate twisting and distortion of facts to appear more attractive while withholding undesirable information and creating false rumours to allow employees to accept the change. Co-optation, on the other hand, is a form of both manipulation and participation. It aims to "buy off" the leaders of a resistance group by giving them a key role in the decision to change.

**(f) Coercion**

Wood, Wallace and Zeffane posit that this tactic uses force to the resisters so that they will ultimately accept the change. Coercion can be in the form of threat or transfer, loss of promotion, negative performance evaluation, and a poor letter of recommendation among others.

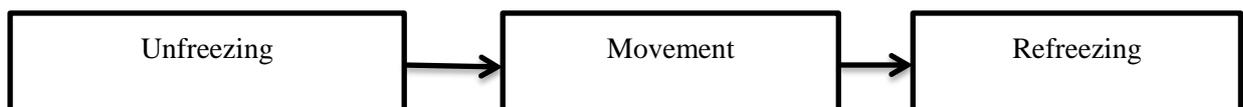
Since the introduction of change in an organisation is often characterised with resistance, there are ways that can be implemented to manage the change. The discussion below illustrates the various ways that management can implement to manage change in an organisation.

## **2.3. APPROACHES IN MANAGING ORGANISATIONAL CHANGE**

### **2.3.1 Lewin's Model of change**

Kurt Lewin proposed that change in organisations should follow three steps that include unfreezing, movement to new change and refreezing the new change (Robbins et al., 2009). Lewin argued that a change issue is held in equilibrium by the interaction of two opposing or conflicting forces. The driving forces which promote change will act antagonistically with restraining forces which seek to maintain the status quo. To move from this equilibrium-to overcome the pressures of both individual resistance and group conformity- unfreezing is essential.

For effective change to happen, the driving forces should supersede the restraining forces thereby shifting the equilibrium. The driving forces which push the behaviour away from the status quo can be increased. The restraining forces, which blocks movement from the existing equilibrium, can be decreased. Lewin's model is depicted in figure 2.1 underneath.



**Fig 2.1: Lewin's Model**

(Adapted from Robbins et al., 2009:488).

### **2.3.2 Action Research**

Robbins et al (2009) argued that action research is based on the collection of data and the selection of change action based on what the system indicates. Action research consists of the following steps:

- Diagnosis,
- Analysis,
- Feedback,
- Action and
- Evaluation.

**Diagnosis-** It involves the process where the change agent asks questions, interviews employees, reviews records, and listens to the employees' concern regarding the change. Diagnosis is done to review the feelings of the affected employees in the change process.

**Analysis-** the change agent is responsible for synthesis of obtained information in step one. Action research consists of intensive involvement of change agents. Thus, the people involved with the change process should be actively involved in determining what the problem is and participate in creation of possible solutions.

**Feedback-** feedback is provided to affected employees depending on what was found out in both step one and two. The employees and the change agent will now develop action plans for taking change in practice.

**Action-** the change process is in effect at this stage. Employees and the change agent will now rectify all the problems that could have emanated in step one, two or three.

**Evaluation-** Evaluation is used to measure the effectiveness of the process. The initial data obtained during the first step of the change process will be used as a benchmark and any subsequent change is compared and evaluated.

### 2.3.3 Organisational Development (OD)

Robbins et al. (2009) argued that OD paradigm values human and organisational growth, collaborative and participative processes and a spirit of enquiry. The following briefly outlines the underlying values in organisational development.

- Respect for people: employees are treated with dignity and respect
- Trust and support: trust, authenticity, openness and supportive climate are the most important drivers in this change model.
- Power equalisation

- Confrontation: problems that are identified during the change problem will be confronted and solutions will be identified.
- Participation: employees will be actively involved in the change process hence the employees will not resist the change.

## **2.4 EFFECTS OF CHANGE**

Organisations do not introduce change policies or organisational structures to cause instability within the organisation. However the change that is done in most organisations is meant to improve service delivery and the overall restructuring of the organisation so that the organisation will stand competition. Employees on the other hand tend to resist the planned change until they are fully convinced about the advantages of the change (Stassen, 2006).

Change is a process that can take place gradually and must happen over a relatively long period of time with continuous engagement with stakeholders. Although change can provoke a lot of employee feelings and emotion pertaining to their job security, if it is managed properly it will produce good results. Mostly emotions like fear of failure, self-doubt, job loss and anxiety are often experienced. Change has a great impact on job satisfaction, organisational commitment and turnover of employees (Riley, 2006).

Aziri (2011) argued that change often threaten employees in a number of ways because for instance if employees witness other employees being retrenched their wellbeing is affected and they do not work productively.

Change affects the production and operation dimension in the organisation. Change affects employee level of concentration with attaining organisational objectives. If employees drop their level of work morale, accidents are prone to happen in the organisation. Poor change management within the organisation places stress on employees hence affecting productivity (Stassen, 2006).

Change affects the organisation in the following ways:

**(a) Work performance**

Human resources literature points out that there are a number of behavioural and medical reports reported during change process within an organisation (Stassen, 2006). Work life balance will be greatly affected when change is being introduced within an organisation. Employee's level of commitment and work performance is normally reported to be negatively affected during the initiation of change within the organisational context.

Aziri (2011) argued that employees normally consider the organisation as being unfair and unjust when change is introduced. Employees will then feel that their jobs are under threat and cannot contribute enough for the organisation. Rather working productively they will start to adapt a "wait and see" attitude hence withdrawing their labour. Aziri (2011) argued that when the organisation is experiencing change, such as re-structuring, downsizing, or merging, it causes employees to lose focus of the overall aim of the business hence withdrawing their labour that will ultimately affect production. Productivity in the organisation normally drops during transformation as some employees will experience low levels of job confidence because employees will not be certain about their jobs in future.

**(b) Absenteeism**

Gorge and Jones (2008) argued that when change is in the process of being introduced employees may start to absent themselves from their duties because of fear associated with change. Employees who feel like they are more likely to be victimised by change are more likely to absent themselves from their duties.

**(c) Turnover**

If change is introduced within an organisation, employees tend to leave the organisation for better options out there. Stassen (2006) argued that if employers do not manage their change properly they are likely to lose four times their workforce.

Turnover normally adds the obvious burden to management in relation to costs in exit interviews, replacement costs as well as training of newly appointed staff to acquaint themselves with the organisation.

**(d) Job insecurity**

Thomas (2006) argued that job insecurity is the perception of a potential threat to job continuity. Since job insecurity involves the experience of a threat, and implies a great deal of uncertainty regarding whether individuals get to keep their jobs in future, it has been described as a stressor.

Job insecurity is often associated with a number of detrimental consequences for both the individual and the organisation. The perception of job insecurity is frequently linked to reduced organisational commitment, job satisfaction, job involvement, job performance and productivity, mistrust in management and intention to leave the organisation Thomas, 2006).

## **2.5 JOB SATISFACTION**

Lumley, Coetzee, Tladinyane and Ferreira (2011) state that job satisfaction is an employee's total feeling about their job and the attitudes they have towards various factors of their job. Agho, Mueller and Price (1993) also define job satisfaction as a personal analysis of conditions present in the job, or outcome that arise as a result of having a job. Job satisfaction further relates to the extensive magnitude in which people enjoy being at their jobs, doing their work as well as being rewarded for their efforts (Hirshfield 2000). Job satisfaction has to do with an individual's perception and evaluation of their job and this perception is influenced by unique circumstances such as needs, values and expectations (Buitendach & De Witte 2005).

Overall job satisfaction focuses on the internal state of gratification or discontentment about one's job. A number of factors can be attributed to contribute to high levels of job satisfaction. These factors include positive experiences in terms of friendly colleagues, good remuneration, compassionate supervisors and attractive jobs. Simply stated, the more a person's work environment fulfils their needs, values or personal characteristics, the greater the degree of job satisfaction (Yee, Yeung & Cheng, 2010).

It is important to note that employees derive their greatest satisfaction with positive job factors as well as favourable working conditions. Satisfied employees tend to be more committed to their work, participate more robustly, positively and effectively in work-related activities and are less likely to leave the organisation (Agarwal & Ferratt, 2001). As such, it is vital for organisations to strive to enhance the levels of job satisfaction amongst their employees, as this has a positive stimulus effect on the prosperity of the organisation (Price, 2010).

### **2.5.1 Theories of Job Satisfaction**

#### **(a) Locke's value discrepancy theory**

Locke (1969) used the discrepancy hypothesis in his value discrepancy theory. He wanted to avoid using a need fulfilment perspective. He thought that satisfaction is more likely to result from the fulfilment of wants and desires than from the fulfilment of deprived needs. In this theory, the basic idea is that, what a person considers important or valuable has stronger effects on his or her satisfaction. Values can be described in terms of both their content and their intensity or strength. Content refers to what is wanted and intensity is how much is wanted.

Locke's basic proposition is that satisfaction with some factor or aspect of the job is the result of a dual judgement. An employee judges the job factor in terms of its importance. This judgement reviews the intensity of the value relating to the job factor. Secondly, the employee estimates the discrepancy or difference between how much of the factor is desired and how much is received. In this regard, satisfaction with a job factor will depend on the importance of the factor and on the difference between what is desired and what is received (Wood, Wallace & Zeffane, 1998).

#### **(b) Landy's Opponent process theory**

Landy (1978) observed that satisfaction with a job can change over time even though the job itself has not changed. Landy (1978) proposed that this change happens because of our internal mechanism for maintaining a neutral emotional level. To explain the theory, Landy used equilibrium concepts drawn from neurophysiology and opponent process theories of

physiological behaviour and concluded that certain bodily processes operate to maintain a homeostatic balance.

According to Landy (1978) job satisfaction is viewed as an emotional state that is subject to physiological influences. Emotional balance is a neutral state maintained through opponent process that counteracts the emotional response to a job. He proposed that two different opponent operations come into play: (1) an immediate emotional response and (2) a later reaction after many emotional responses to the job have occurred. The immediate reaction occurs as follows: the employee is in an emotionally neutral state, and then a stimulus such as recognition by one's supervisor produces an emotional reaction which can either be positive or negative.

### **2.5.2 Antecedents of Job Satisfaction**

There are a number of factors that affect job satisfaction some of which include age, gender, education, supervision, pay, company and administrative policies, interpersonal relation with co-workers and supervisors, working conditions, recognition, work itself achievement responsibility and opportunities for advancement among others (Allen & Meyer, 1990). The antecedents of job satisfaction are now discussed.

#### **(a) Education**

Thomas (2006) argued that there is a greater relationship between education level and job satisfaction. Literature points out that the higher the level of education for an employee, the greater the degree of finding a well satisfying job.

Klasen, Usher and Bong (2010) points out that satisfaction with the work itself vary with the level of formal education of someone. There is direct correlation between incremental increase in education and an incremental increase in job satisfaction.

#### **(b) Age**

Herzberg (1959) as cited in Wood, Wallace and Zeffane (1998) argued that older employees tend to be greatly satisfied with their jobs compared to younger employees. Older employees are satisfied with their jobs the most because they have been working for a while.

A contributing factor to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence, and these feelings contribute to a greater level of job satisfaction (Stassen, 2006).

### **(c) Gender**

Danphy and Griffitus (2007) argued that women are more satisfied with jobs that are interactive and supportive in nature even though the jobs are minimally demanding and challenging. The basis of this scenario is that women are more socialised into values, attitudes and behaviours that are communal in nature, whereas men's socialisation reflects agnatic values and behaviours.

Communal orientation involves concern for others, selflessness and a desire to be one with others. Danphy and Griffitus argued that female workers are less concerned with career aspirations but more concerned with the social aspect of the job. Danphy and Griffitus (2007) further concluded that differences in job satisfaction by gender are negligible when the factors of pay, tenure, education are more controlled statistically.

### **(d) Administrative and company policies**

Employees are normally frustrated if company policies are unclear and unfair. In the South African context, there are a number of Laws and Acts that promote good work ethics as well as fairness. The Employment Equity Act No. 55 of 1998 and Affirmative Action policies are in tandem with ensuring work fairness and equal employment opportunities among workers.

Although employees feel a great deal of motivation in the presence of work policies, it is imperative to note that; the policies should be based on equality and should apply to all employees without discriminating any employee (Mafini & Dlodlo, 2014).

### **(e) Supervision**

Robbins et al (2009) argued that supervision plays a great deal in as much as satisfaction of employees is concerned. Lobe (2006) argued that supervision is one of the key determinants of job satisfaction in an organisational context. Employees derive their job satisfaction if they are working with a good supervisor. Although the role of a supervisor is somehow difficult considering the different personalities that one will be working with, it requires one who consults his/her subordinates in decision making.

### **(f) Working Conditions**

Stassen (2006) argued that working conditions refer to the extent to which there are adequate resources, physical facilities, workload, work hours, rest periods and autonomy are all determinants of an employee's job satisfaction. The environment in which employees work has a tremendous effect on their level of pride for themselves and for the work they are doing.

### **(g) Achievement**

Stassen (2006) further argued that if employees are provided with a working environment where they are given room to accomplish a sense of achievement, they will be greatly motivated. A work environment with clear set goals acts as a good motivational tool.

Employees will derive their greatest work satisfaction if they are given continuous feedback for their performance.

### **(h) Interpersonal relations and relations with co-workers**

It is important to note that employees work productively when they are given the opportunity for social interactions with other co-workers. In a study that was conducted by Mayo commonly known as the Hawthorne studies in the USA in 1927, it was concluded that interpersonal relations play a pivotal role in work performance (Luthans, 2011).

It was further suggested that employees who lack social support at work, experience more stress and have less coping techniques and are generally less satisfied. Maslow on the other hand postulated that social needs forms one of the core panacea of human needs that should be satisfied for the accomplishment of organisational goals (Luthans, 2011).

As with pay, the importance of co-workers features prominently as a factor in studies of job satisfaction. Stassen (2006) argued that employees get more out of work than merely money or other benefits. It is vital to note that a work environment that has comforting co-workers is more satisfying than the one that does not have.

### **(i) Pay**

Robbins et al. (2009) argued that pay is one of the greatest motivators at the workplace hence bringing job satisfaction. Employees are able to judge how much an organisation cares for them by looking at the salary packages they earn.

Thomas (2006) argued that a study of 1000 employees has shown that younger workers with low incomes are more concerned with money, whereas older employees with high incomes and in excellent management positions are more motivated by job security and recognition.

According to Maslow's theory of needs salary is one of the basic needs of an employee (Robbins et al., 2009). The argument in Maslow's theory posits that employees need to earn a reasonable salary that is able to upkeep their families as well as themselves. Maslow based his theory on the premise that if human beings are deprived of their basic needs, it causes psychopathology (Robbins et al., 2009). This translates to the fact that if employees are deprived of adequate salaries, they can engage in a disastrous industrial action like the case of Marikana miners in South Africa in 2012. The Basic Conditions of Employment Act no. 75 of 1997 also puts salary as the major requirements of employees in an organisation.

Employees' remuneration influences their job satisfaction levels. Ismail and Zakaria (2009) argued that pay is a vital element of job satisfaction which leads to higher work productivity. Workers are normally encouraged to achieve organisational goals if they are satisfied with their salary packages.

#### **(j) Recognition**

Employees normally derive their greatest work satisfaction if they are recognised for the good work they do in the organisation. In his hierarchy of needs, Maslow argued that employees are motivated if they are recognised for their effort. Recognition in this regard can be in the form of positive comments about an employee's effort at work or by giving them a pay cheque for their effort. Employees in organisations of today are normally recognised by being considered as the worker of the month of the year. Recognition of employees coupled with monetary benefits is considered self-fulfilling. Employees will articulate the goals of the organisation in anticipation of monetary rewards (Lobe, 2006).

#### **(k) The work itself**

Employees normally derive the greatest satisfaction if the work is interesting and challenging. Employees' motivation normally deteriorates when they are called upon to do repetitive and monotonous work all the time. Human resources literature pointed that the work should be designed in such a way that it allows for job rotation or enrichment.

If an employee's job is added with more challenging tasks, they normally derive the greatest satisfaction. Perhaps the most important tool to motivate an employee is to tell them that they are doing the most important task for the profitability of the organisation (Luthans, 2011).

#### **(l) Opportunity for advancement**

Robbins et al., (2009) argued that employees perform better in an organisation that has room for advancement. Employees normally want to advance in their careers as well as their academic advancement. If an organisation supports the growth of employees academically, employees derive the greatest satisfaction.

Robbins et al., (2009) also further argued that organisations that offer their employees study bursaries are usually preferred by employees compared to those that do not support them. The Skills Development Act no. 97 of 1998 of South Africa is one such act that encourages the development of employees in relation to their areas of expertise regarding their jobs. The provision of this act in South Africa allows employees to be greatly satisfied with their jobs because there is career growth if their employers support them hence morale among staff will be boosted.

#### **(m) Responsibility**

Employees derive a lot of satisfaction if they are given the power to make decisions regarding their work. They are greatly motivated if they feel that they own their work. As the employees mature in their jobs, it helps to provide opportunities for added responsibility (Nickols, 2007).

### **2.5.3 Effects of Job Satisfaction**

Job satisfaction has an effect on a plethora of factors that include productivity, turnover, absenteeism, withdrawal behaviours and sabotage of organisational activities by employees (Martin, 2007). The discussion below is going to present some of the important areas where job satisfaction has an effect at the workplace.

#### **(a) Productivity**

Job satisfaction normally brings good productivity at the workplace. Employees who are satisfied with their work are more productive than employees who are less satisfied with their work. On the other hand employees who report less job satisfaction are less productive and

they normally abscond from their duties. Rad and YarMohammadian (2006) argued that employees who are more productive and stay longer on their jobs highlight higher job satisfaction. Lower satisfaction causes frequent absence from work, low performance, work disruption and possible increase in administrative and training costs along with reduction in productivity.

### **(b) Lack of organisational commitment**

Organisational commitment denotes the devotion that an employee gives to the organisation that he/she works for. In this regard, employees will be committed to work for a particular organisation because they are satisfied with their jobs.

If employees are less satisfied with their jobs they are more likely to leave the organisation in search of greener pastures. Robbins et al. (2009) argued that job satisfaction is a major determinant of organisational commitment because if employees are satisfied they remain loyal to the organisation.

In a study conducted by Akoto (2014) in Ghana it was determined that job satisfaction plays a crucial role in organisational commitment. Vandenberg and Lance (1992) also conducted a study in which they surveyed 100 professionals in the information services and observed strong relations between job satisfaction and employee loyalty.

### **(c) Withdrawal Behaviours**

Luthans (2011) argued that employees who are less satisfied and dislike their jobs normally avoid them. Employees can temporarily or permanently withdraw their participation in an organisation as a way of showing their discomfort with the organisation. Aziri (2011) argued that there are three ways in which employees can withdraw their participation in an organisation that include turnover, absenteeism and sabotage.

#### **(1) Sabotage**

Sabotage involves employees engaging in counterproductive behaviours. These behaviours include aggression against co-workers and aggression against the employer. Employees can also show their dissatisfaction by stealing company property. Sabotage can be in the form of deliberately damaging company property. Aziri (2011) argued that employees who are satisfied with their job will engage in good organisational citizenship behaviours like being dependable and helpful.

## (2) Turnover

Employees normally resort to permanently leaving the organisation if they are less satisfied with their jobs. Research shows that employees tend to leave the organisation for the following reasons among others:

- Poor remuneration
- Poor company policies
- Poor management style
- Aggressive supervisors

## (3) Absenteeism

Employees normally absent themselves from duty as a way of expressing their discontentment to management. Absenteeism from duty normally carries with it a number of additional costs and burden to the management of an organisation (Aziri, 2008).

Aziri (2008) also found that absenteeism from work correlated more strongly with some satisfaction elements than others. Satisfaction with the nature of the work correlated most strongly with absenteeism. When satisfaction is high, absenteeism tends to be low and when satisfaction is low, absenteeism tends to be high.

### **2.5.4 Job satisfaction and Job performance**

Although it is clear that performance and job satisfaction are related, there are two opposite explanations for this (Robbins et al., 2009). Firstly, satisfaction might lead to performance. That is, employees who like their jobs work harder and therefore perform better. Secondly, performance might lead to satisfaction. Employees who perform well are likely to benefit from performance and those benefits could enhance satisfaction.

Well performing employees might receive more pay and recognition which might increase job satisfaction. A study conducted by Mafini and Poole (2013) shows a positive correlation between employee satisfaction and job performance. When employee satisfaction is optimised and expedited, it acts as an incentive to enhance organisational performance. On

the contrary, when employees are dissatisfied, organisational performance will diminish (Mafini & Poole 2013).

A study conducted by Cole and Cole (2005) reports that there is a positive correlation between the job attitudes of individuals and their performance. A meta-analysis conducted by Judge et al. (2001) also found a positive relationship between individual employee satisfaction and factors such as motivation, job involvement, organisational citizenship and job performance.

Studies conducted by Zohir (2007) confirm that there is a positive correlation between overall employee satisfaction and the organisations financial and market performance. Goslin (2005) is also of the opinion that satisfied employees have higher retention rates and are more productive. When employees are dissatisfied, their physical and mental health is negatively affected (Faragher, Cass & Cooper 2005). Consequently, organisational performance will also deteriorate as more production time will be lost because dissatisfied employees are likely to take more leave.

### **2.5.5 Job Satisfaction and Life Satisfaction**

The relationship between job satisfaction and life satisfaction cannot be undervalued. Human resources literature has proposed three hypotheses in order to explain the relation between these factors.

- (1) The spill over hypothesis suggests that satisfaction (or dissatisfaction) in one area of life affects or spills over another. Thus problems and dissatisfaction at home can affect satisfaction with work, whereas problems and dissatisfaction at work can affect satisfaction with home. One of the mostly acknowledged theories that attempt to address the relationship between job satisfaction and life satisfaction is Chacko's (1983) spill over model. This model posits that satisfaction in one domain of an individual's life automatically extends unto other areas of life such that a positive relationship between life and job satisfaction is evidenced (Ignat & Clipa, 2012).

(2) The compensation hypothesis suggests that dissatisfaction in one area of life will be compensated for another. An employee with a dissatisfying home will seek satisfaction at work (Mafini & Dlodlo, 2014).

(3) The segmentation hypothesis: Mafini and Dlodlo (2014) further argued that the segmentation hypothesis states that employees compartmentalise their lives and that satisfaction in one area of life has no relation to satisfaction in another.

The three hypotheses lead to contradictory predictions about the correlation between job and life satisfaction. Spill over predicts a positive correlation in that satisfaction at work will affect satisfaction in other areas of life (Chacko, 1983). Compensation predicts a negative correlation because dissatisfaction in one area of life will be compensated by satisfaction with another. Lastly, segmentation predicts no correlation because people keep satisfaction with different areas of life separated.

In a study conducted by Mafini and Dlodlo (2014) in which they wanted to determine the relationship between extrinsic motivation, job satisfaction and life satisfaction among employees in the public sector of South Africa, they discovered that there is a positive statistically significant and predictive association between quality of work life and job satisfaction.

Estryn-Behar, Kreutz, Nezet, Mouchot, Ben-Brik and Kuerten de Salles (2004) also concluded that quality of work life was significantly associated with job satisfaction factors such as physical working environment, psychological support at work and time to devote to sport and lifestyle. Koonme, Singhapapakdi, Virakul and Lee (2010) established that quality of work life has a positive impact on three employee job-related outcomes: job satisfaction, organisational commitment and team spirit. Moreover, Noor and Abdullar (2012) observed a positive interconnection between quality of work life and job satisfaction.

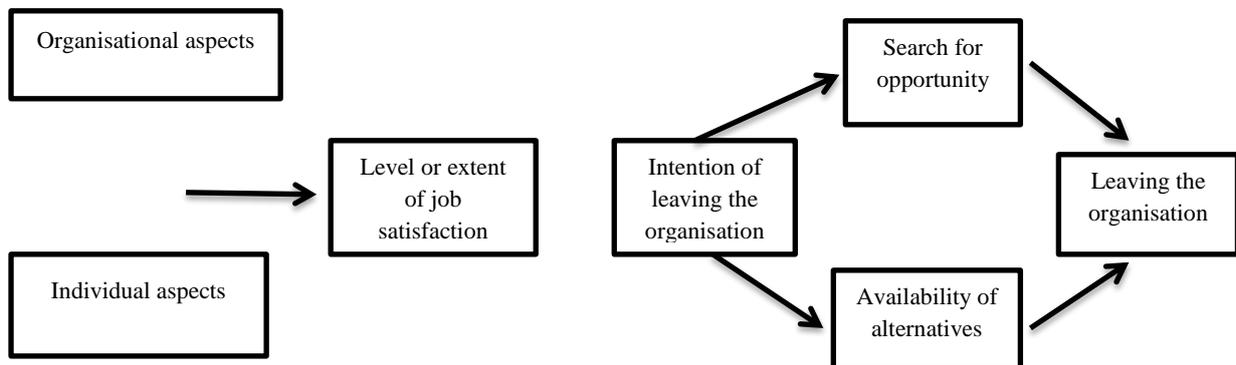
### **2.5.6 Job Satisfaction and Turnover Intentions**

Talent retention is currently a national problem in South African organisations especially amongst academic staff in higher academic institutions (Theron, Barkhuizen & du Plessis, 2014). Bakos (2007) argued that South African organisations face a scenario in which the demand for highly skilled employees is far greater than the supply. It is imperative to note that employees who experience less job satisfaction are more likely to quit the organisation. Pienaar and Bester (2008); Oehley (2007) reiterate this relationship by reporting that there are various studies that link low level of job satisfaction with increased labour turnover.

A survey conducted by Price Waterhouse Coopers (2002) which involved several multinational companies sustains that employee satisfaction as well as decreased turnover are major contributors of long-term shareholder returns. Conversely, employee dissatisfaction resulting from poor workplace environments can also lead to a decrease in productivity leading to poor organisational performance.

In a South African context, there a number of reasons why academics leave their employers for instance. In a study conducted by Theron, Barkhuizen and Du Plessis (2014), a number of factors contributed in high turnover rates. The major factors include among others, uncompetitive salary, unfair promotion policies, a lack of adequate state and research funding, institutional cultural issues and expanding student numbers hence heavy workload. In another study conducted by Pienaar and Bester (2008) for instance, it was found that early career academics are likely to leave their institutions when performance appraisal is unfair, discriminative and not applied consistently.

Spector (1997) depicted a model of labour turnover as a function of job satisfaction. The model is presented underneath in figure 2.2.



**Figure 2.2: A model of labour turnover as a function of job satisfaction (Spector 1997:64)**

## 2.6 MOTIVATION AND JOB SATISFACTION THEORIES

### 2.6.1 Two Factor Theory of Herzberg

Gautam, Van Dick and Wagner (2004) argued that there is no more direct way to find out what causes employees' satisfaction and dissatisfaction with their jobs than to ask them. Herzberg assembled a group of accountants and engineers and asked them to recall incidents that made them feel satisfied and especially dissatisfied with their jobs. His results were surprising: Different factors accounted for satisfaction and dissatisfaction. Rather than finding that their absence made them feel dissatisfied, as expected, he found, that in many cases satisfaction and dissatisfaction stemmed from two different sources. For this reason, his approach is widely referred to as the two-factor theory of job satisfaction.

According to the first part of the two-factor theory employees are generally satisfied with aspects of their jobs that had to do with work itself or to outcomes directly coming from it. These included things such as chances for promotion, opportunities for personal growth, recognition, responsibility and achievement. Because these variables are associated with high levels of satisfaction, they are referred to as motivators (Bagram, 2004).

Examples of motivators include:

- Promotion
- Opportunities for personal growth
- Recognition
- Responsibility
- Achievement

Robbins et al. (2009) argued that if employees are satisfied at the workplace, they are likely to be more productive and they commit themselves to the organisation. Increasing evidence from the literature proves also that it is not salary only that predicts work performance and organisational commitment.

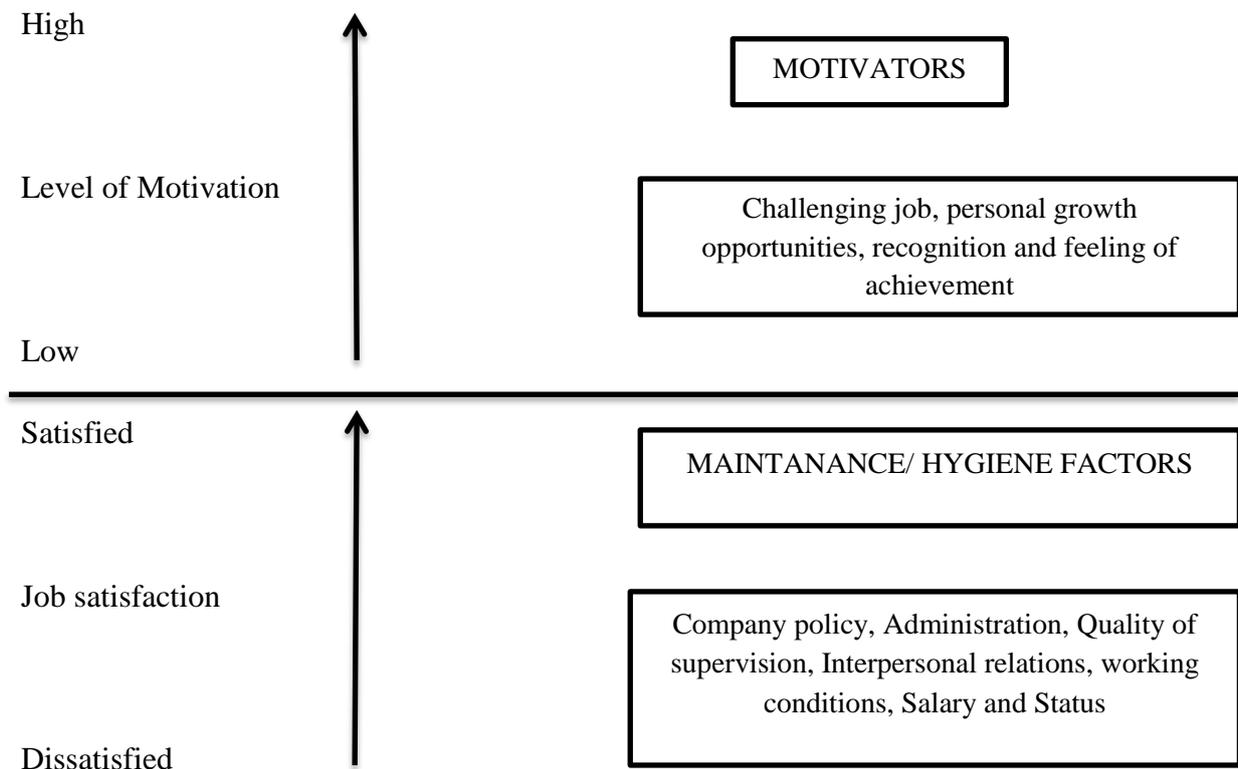
By contrast, the two-factor theory states that dissatisfaction is associated with conditions surrounding the job, such as working conditions, and salary among others. Because these variables present dissatisfaction when not present, they are referred to as hygiene factors (Luthans, 2011).

Examples of hygiene factors include among others:

- Job security
- Relations with others
- Physical working condition
- Company policies
- Pay and quality of supervision

The two factor theory has vital implications for managing organisations specifically; managers would be well advised to focus their attention on factors known to promote job satisfaction such as opportunities for personal growth. Indeed several of today's organisations have realised that satisfaction within their workforces is enhanced when they provide opportunities for their employees to develop their repertoire of professional skills on the job. (Campbell & Finch, 2004).

The figure below shows Herzberg's two-factor theory of motivation.



**Fig 2.3: Herzberg's two-factor theory of motivation**

(Adapted from Kiley, 2007:125)

### 2.6.2 Maslow's Hierarchy of Needs

Although intrinsic and extrinsic factors play a significant role in employee motivation, human resources literature points out that they are not the only motivator at the workplace. Humans have to be satisfied in order for organisations to realise a healthy, productive and committed workforce. Some insight into how humans can be motivated came from Maslow's hierarchy theory. Specifically, Maslow identified five different types of needs, which he claimed are activated in a particular order. These begin at the lowest, most basic needs and work upward to higher-level needs and are triggered in order from lowest to highest (Luthans, 2011).

Maslow's hierarchy of needs is demonstrated below.



**Figure 2.4: Maslow's hierarchy of needs**

Adapted from Luthans (2011:164)

**(a) Basic needs-** The lowest order needs involve satisfying fundamental biological drives such as the needs for air, food, water and shelter. These physiological needs, as they are called are the most basic needs because unless they are met, people will become ill and suffer. There are many things that organisations can do to help meet their employee's basic needs. Probably the simplest involves paying them a living wage, money that can be exchanged for food and shelter.

**(b) Security needs-** After physiological needs have been satisfied, the next level of needs is triggered. Safety needs and security are concerned with the need to operate in an environment that is physically and psychologically safe and secure. The Occupational Health and Safety Act of South Africa No. 85 of 1993 stipulate that employers should among others:

- Provide and maintain systems of work, plant and machinery that are reasonably safe.
- Take steps as may be reasonably practicable to eliminate or mitigate any hazards.
- Provide information, instruction, training and supervision of employees in as far as health and safety is concerned.
- Enforcing such measures as may be necessary in the interest of health and safety.

It also further stipulates that employees should among others:

- Take reasonable care for the health and safety of him/her and other persons who may be affected by his acts or omissions.

- Carry out lawful order given to him/her, and obey the health and safety rules and procedures laid down by his/her employer or by anyone authorised thereto by his/her employer.
- Employees should report unsafe situations at workplace as soon as possible.
- In case of injury, the incident shall be reported by the employee to the health and safety representatives.

Psychological safety is important as well. By offering health and disability insurance, organisations are promoting their employees' psychological wellbeing by assuring them that they will not be harmed financially in the event of illness. Although almost all organisations offer health insurance benefits, a select few have taken psychological security to the extreme by having no layoff policies (Robbins et al., 2009).

**(c) Social needs-** once employees' physiological and security needs have been satisfied, Maslow claims, social needs are activated. These refer to the need to be loved- that is to be liked and accepted by others. As social animals we all want to be with others and have them approve of us. It is with this in mind that many organisations help organise events that build camaraderie among their employees. Joining an organisation's bowling team or softball team, for example, provides good opportunities to meet social needs within an organisation. Besides keeping employees physically healthy, it is easy to see how such facilities also help satisfy employees' social needs. "Playing hard" with those with whom we also "Work hard" provides good opportunities to fulfil social needs of the job (Robbins et al. 2009).

**(d) Esteem needs-** Not only do employees need to be liked by others socially, but also needs to gain respect and approval. In other words, employees have esteem needs, that is, the need to achieve success and have others recognise accomplishments. Consider for example, "employee of the month" awards presented by some companies. The practice of awarding bonuses to people making suggesting for improvements to another is highly successful way to meet employees' expectation.

**(e) Self-actualisation-** According to Maslow, employees will strive for self-actualisation- that is, they will work to become all they are capable of being. When employees are self-actualised, they perform at their maximum level of creativity, making them extremely valuable assets to their organisations. For this reason, companies are interested in paving the way for their employees to become self-actualised by meeting their lower-order needs.

### 2.6.3 Goal Setting Theory

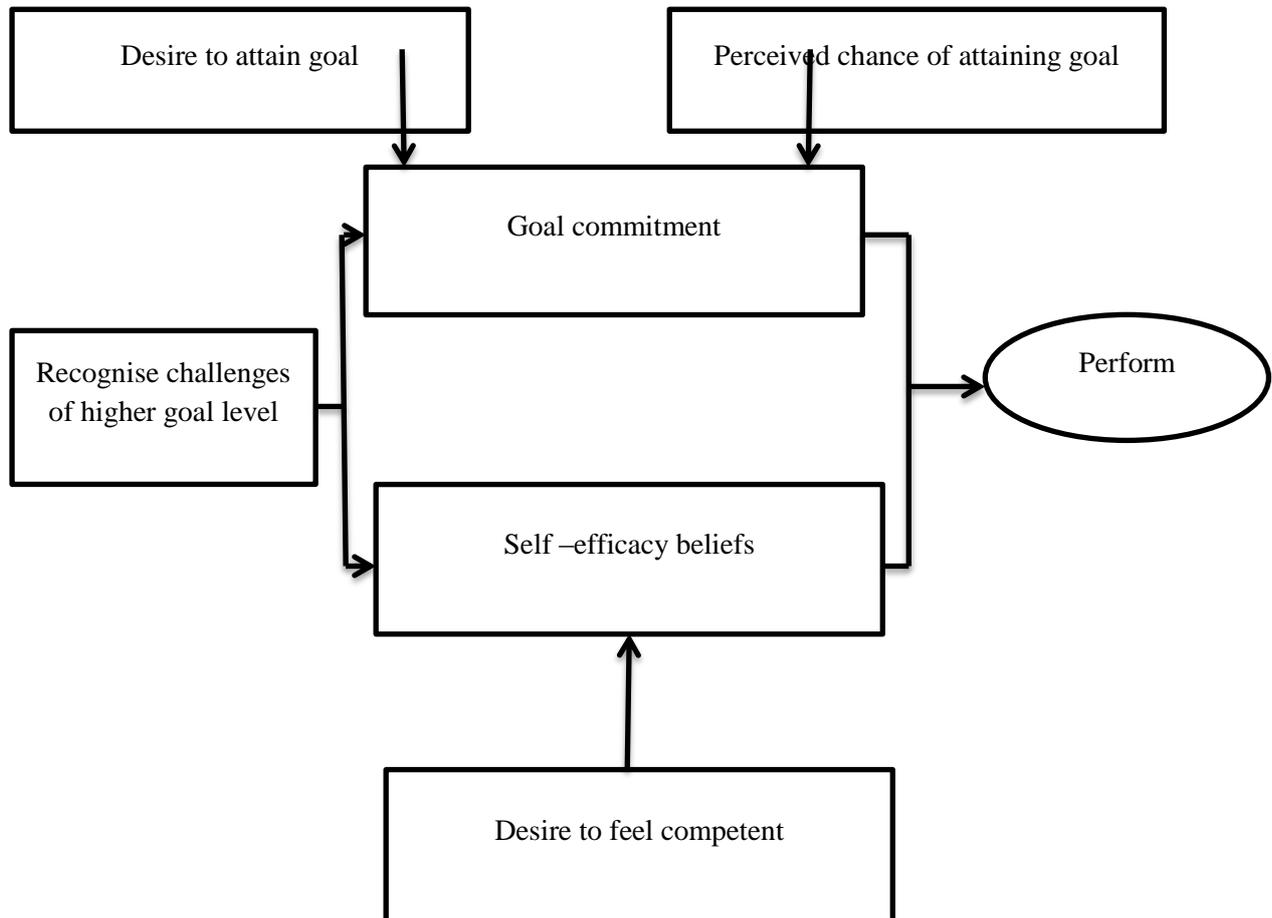
Willcoxson (2006) argued that this theory claims that an assigned goal influences employees' belief about being able to perform the task in question. The basic notion behind goal setting theory is that a goal serves as a motivation tool. When goals are set, employees direct attention to them and gauge how well they are doing. In other words, they compare their present capacity to perform with what is required to succeed at the goal.

Goal setting theory also claims that assigned goals will lead to the acceptance of those goals as personal goals. Goal commitment is the extent to which people invest themselves in meeting a goal. Indeed employees become more committed to a goal to the extent that they desire to attain that goal and believe that they have a reasonable chance of doing so. The principle involved in setting effective goals is encompassed by the concept known as “**SMART**” (Kiley 2007), namely those goals should be:

- **Specific**- goals should be clear
- **Measurable**- there must be a criteria against which success or failure can be measured
- **Achievable**- goals should not be too difficult because this will make the employee avoid them.
- **Realistic**- the goals set should consider things like time and available resources.
- **Time frame**- goals should be linked to their completion in the form of deadlines.

The basic idea about goal setting is that, management needs to set specific goals for employees: and some employees also set personal goals, the achievement of which is monitored and measured.

The goal setting process is illustrated below.



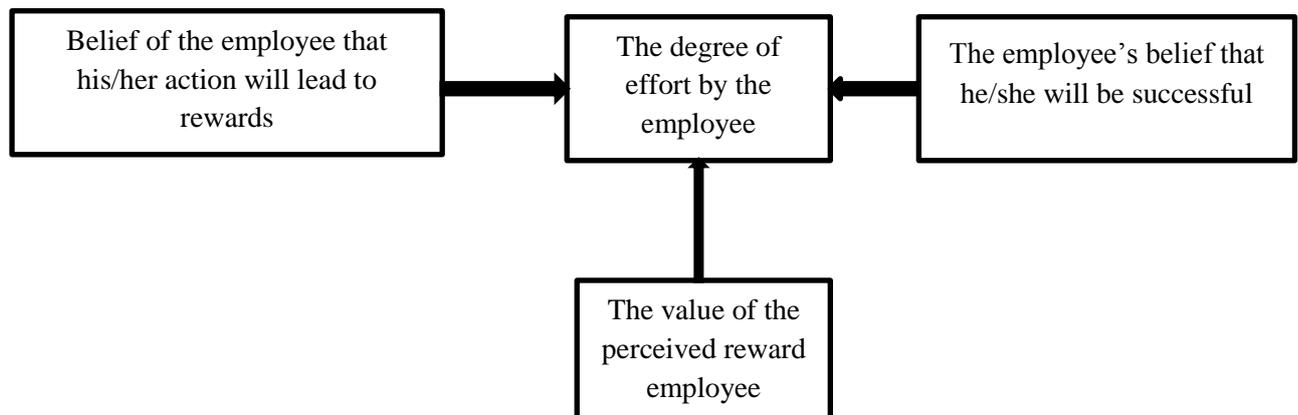
**Fig 2.5: Insights into how goal setting process works**

Adapted from Baron and Greenberg (2008:258)

#### **2.6.4 Expectancy Theory**

Expectancy theory is based on the work of Vroom, who argued that people are rational beings who analyse the cost and benefit of possible behaviours (Kassin 2006). The basic idea behind expectancy theory is that employees are motivated to work when they will be able to achieve things that they want from their jobs. Expectancy theory characterises employees as rational beings who think about what they have to do to be rewarded and how much the rewards means to them before they perform their jobs. The major elements of the expectancy theory includes among others includes expectancy, instrumentality and valence.

- (a) **Expectancy**- Sometimes employees believe that putting a great deal of effort means that they will get a lot accomplished. Expectancy is based on the probability that the outcome will be achieved.
- (b) **Instrumentality**- Even if an employee works hard and performs at a high level, motivation may falter if that performance is not suitably rewarded especially when performance is not perceived as instrumental in bringing about rewards. An employee who is extremely productive may be poorly motivated to perform if the pay system does not recognise his or her success. Often this occurs among employees who already reached top pay grade in their companies.
- (c) **Valence**- Finally, even if employees believe that hard work will lead to good performance and that they will be rewarded commensurate with their performance, they still may be poorly motivated if those so-called rewards do not mean that much to them. In other words, an employee who does not care about the rewards offered by the organisation is not motivated to attain them (Taylor 2008). The figure below demonstrates motivation and expectancy.



**Fig 2.6: Motivation and expectancy**

(Adapted from Kiley, 2007:119)

### 2.6.5 Equity Theory

Berg (2012) argued that the basic idea in equity theory states that employees compare themselves to others and believe that they should get similar rewards as other employees doing the same job. The basis of the comparison is in the form of rewards, recognition, status, benefits, money and promotion among others.

Employees also make external comparisons whereby they compare their efforts-performance-reward ratio with other employees doing the same job. Cook and Hunsacker (2001) posited that these comparisons can be made on three levels namely:

- (1) Comparisons with other specific individuals, such as colleagues or friends.
- (2) Comparisons with reference group for example employees comparing their department with similar departments in a company.
- (3) Comparisons with general occupational classification, whereby an employee may compare him/herself with people performing the same or similar jobs in other companies.

It is important to note that when employees compare themselves with others, a balance will be reached if other employees are getting the same benefits like others. On the other hand, a discrepancy will be witnessed when employees are not receiving the same amount of benefits like others in the same industry.

### **2.6.6 Self-efficacy Theory**

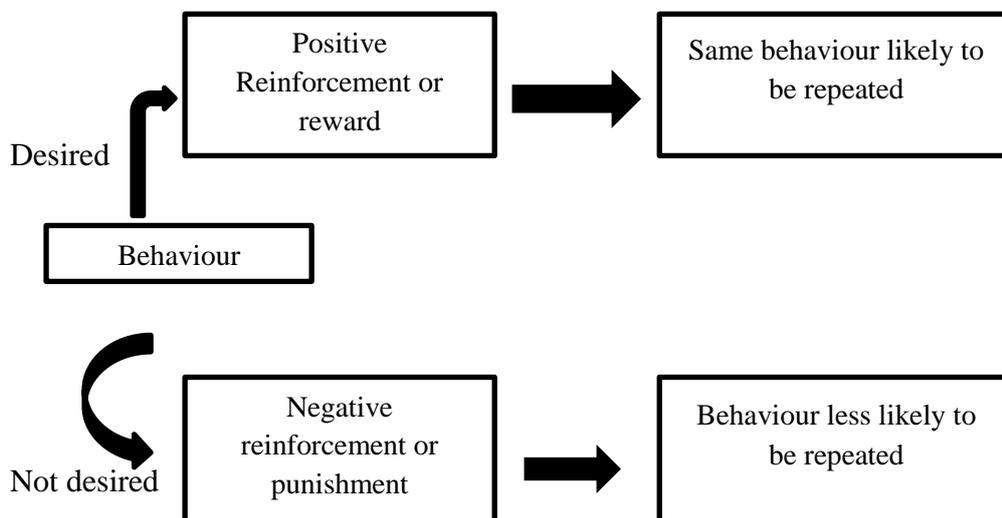
This theory is based on a person's belief about how competent they are on their level of internal motivation. Self-efficacy refers to the individual's estimate of his or her own ability to perform a specific task in a particular situation. Employees with high self-efficacy believe firstly that they are resourceful enough, in that they can overcome any obstacles in the environment that may hinder their ability to achieve their goals. Conversely, individuals who have low self-efficacy believe that it does not matter how hard they try, as they believe they do not have the necessary skills or abilities to be successful (Luthans, 2011).

### **2.6.7 Behaviour Modification Theory**

This theory is governed by the law of effect coined by Skinner (Berg 2012). Skinner argued that behaviours that are followed by a positive consequence are likely to be repeated and those followed by negative consequences are less likely to be repeated. The emphasis is not on goals or inner states of employees that drive their actions, but the factors in the

environment that will reinforce, influence, control and change behaviour, which is vital for employee motivation.

The law of effect theory holds that employees will repeat behaviours that are reinforced, and behaviours that are not reinforced are less likely to be repeated. The basic requirement is that the employee must either value the rewards or experience punishment. Steers, Porter and Bigley (1996) argued that these can be either extrinsic rewards like financial rewards or recognition, or intrinsic rewards which are motivated from within, and which the employee drives from doing the job itself, such as feelings of achievement. The figure below illustrates the consequences of behaviour in the Behaviour Modification Theory.



**Figure 2.7: Consequences of behaviour**

(Adapted from Kiley, 2007:121)

### 2.6.8 McGregor's Theory X and Y

Luthans (2011) argued that McGregor proposed two distinct views regarding human beings. After observing the way managers deal with their subordinates, McGregor made assumption X and Y regarding employees depending on the behaviours of employees. Under theory X managers have the following assumptions about their subordinates:

- Employees are lazy

- Employees avoid work and responsibility where possible
- Employees cannot be trusted
- Employees need to be closely supervised and need to be forced to work.

Under theory Y, managers believe that employees:

- Are ambitious
- Enjoy work and want responsibility
- Gain satisfaction from doing a good job
- Can be trusted to work independently

The major implications of theory X and Y is that a manager who uses Y would be more participative and collaborative allowing subordinates to be self-directed and motivating them to reach their objectives. In contrast, a manager who uses theory X would manage the subordinates through fear and intimidation. Subordinates would be satisfied to take instructions from the superior thereby creating security from being fired from their jobs.

### **2.6.9 McClelland's Theory of Needs**

Robbins et al. (2009) argued that McClelland based his theory on three needs as follows:

#### **(a) Need for achievement (nAch)**

This is the drive to excel in relation to set standards. Employees are greatly motivated when they feel that they have exceeded the desired performance target in the workplace. They derive the greatest satisfaction if their contribution to the organisation is recognised. In this regard they feel that the organisation is heading forward because of their outstanding performance.

#### **(b) Need for power (nPow)**

This is the need to make others behave in a way in which they should not have behaved otherwise. When employees are promoted to positions with authority they experience the greatest motivation ever because they know that their decisions can take the organisation somewhere. The fact that a newly promoted employee can influence his or her subordinates makes them to experience adequate job satisfaction.

### **(c) Need for affiliation (nAff)**

This is the desire for friendly and close interpersonal relationships. Employees derive their greatest satisfaction when they are allowed to form informal groups at workplace where they share life and work experiences. Satisfaction at workplace is experienced when members in an organisation feel valued and loved by other colleagues. Human beings always strive to have a social network in which they can exchange ideas hence affiliation needs are essential of employees (Luthans, 2011).

## **2.7 ORGANISATIONAL COMMITMENT**

Organisational commitment is a topic that has been extensively researched in human resources literature and as such scholars have various definitions of the term. Ezirim, Nweibere and Emecheta (2012) argue that organisational commitment is the strength of an employee's identification and involvement in an organisation. Meyer, Stanley and Parfyonova (2012) further posit that organisational commitment consists of a psychological state of an employee that binds him/her in an organisation. Organisational commitment can also be defined as the willingness of the employee to belong to the organisation, participate in the work of the organisation and identify with the organisation (Allen & Meyer 1990). Organisational commitment has drawn the attention of many researchers and academics in an attempt to understand employee stability and instability within organisations.

In the context of this study, organisational commitment is based on the three-component model of Meyer and Allen. Gbadamosi (2003) argued that if an employee develops positive attitude towards the organisation, there will be a greater chance that the employee will accept the goals of the organisation hence exert a lot of effort with the aim of achieving organisational objectives.

Literature posits that if employees are strongly committed to their organisation, they will be more willing to take "extra roles" for the better image of the organisation. Organisational commitment is believed to reduce negative behaviour like turnover. The level of employee's commitment to the organisation is better suited to receiving both extrinsic and intrinsic

rewards within the organisation. Meyer and Allen (1991) developed a three-component model of organisational commitment that includes affective, continuance and normative commitment.

#### **(a) Affective Commitment**

Meyer and Allen (1997) posit that affective commitment is the individual's psychological or connection to, identification with and participation within the organisation. Employees in this regard will tend to maintain a strong bond with the organisation. The employees will judge the individual employment relationship as being in harmony with the objectives and values of the organisation that they work for. Employees will now strongly identify themselves with the organisation hence the desire to remain within the organisation will be high.

Ezirim et al. (2012) argue that affective commitment results in an employee to orient themselves towards the organisation in terms of loyalty, identification and involvement based on positive feelings or attitudes towards the organisation. Individual employees will be dedicated to work for the organisation for the rest of their lives. Employees will develop a strong attachment with the organisation hence chances of leaving the organisation will be minimum.

#### **(b) Continuance Commitment**

Meyer and Allen (1997) argued that continuance commitment is positively associated with awareness of the cost associated with leaving the organisation. This type of calculative commitment requires an employee to do a cost benefit analysis. Considerations will be determined by the employee to stay within the organisation or to leave. The costs of leaving and the benefits of staying will also be determined.

Employees with continuance commitment normally remain in the organisation considering the salaries they earn in the organisation as well as the time spent within the organisation. Literature posits that if an employee has a long service with one employer, chances of leaving the organisation will be less because the employee is most likely to consider the pension investment within that organisation. Ferreira et al. (2010) argue that the longer people remain in their organisation, the more they are likely to lose the benefits that they have invested in the organisation that they work for should they decide to leave the organisation. Individual

employees will also consider the organisation-specific skills that cannot be transferred to another organisation.

### **(c) Normative Commitment**

Normative commitment refers to the commitment of individual employees within an organisation for moral obligations. The normative factor is viewed as the commitment employees consider morally ideal for them despite status improvement or fulfilment the company provides the employees over the years. Employees will remain in the organisation because maybe the organisation would have invested resources in form of training an employee, who then feels obliged to remain within the organisation to repay the training debt (Ezirim et al., 2012).

## **2.7.1 Antecedents of Organisational Commitment**

There are a number of determinants of organisational commitment. The major factors related to organisational commitment are identified as: group leader relations, personal characteristics, role characteristics and organisational characteristics (Van Tonder & Roodt, 2008). The discussion below presents these major factors:

### **(a) Group-Leader Relations**

Literature has identified a relationship between the leadership of an organisation and the productivity, job satisfaction and organisational commitment of employees. The following are the major factors related to group-leader relations and how it influences organisational commitment (Al- Hussami, 2008).

#### **(i) Group cohesiveness:**

Al- Hussami (2008) argued that there is a positive correlation between group cohesiveness and organisational commitment. On the other hand Allen and Meyer (2007) observed a negative correlation between the two.

#### **(ii) Leader communication:**

Allen and Meyer (2007) argued that a leader who is open and provides communication timeously enhances employees to be greatly committed to their work. In this case employees will know about all the developments within the organisation hence they feel part of the

organisation. Employees derive the greatest satisfaction if their immediate supervisor allows free communication and participative decision making.

(iii) Participatory leadership:

Organisational leaders need to adapt the participatory management style. In this regard, it allows employees to be satisfied if they are given the freedom to actively participate in decision making. Carrière and Bourque (2009) argue that these management styles tend to decrease role stress and thereby increase employee commitment.

**(b) Personal characteristics**

The extent to which individuals are committed to their organisations depends on the kind of people they are as well as the kind of the job they do. The following are personal characteristics that are important for organisational commitment.

(i) Work motivation:

Luthans (2011) argued that work motivation denotes arousing an employee's behaviour toward his/her work environment. Employees who have high work motivation are more likely to exert greater effort towards attaining the goals of the organisation. Work motivation is normally derived from employees' immediate work environment.

(ii) Positive and negative affectivity:

According to Chapman (2009) positive affectivity is the extent to which an individual feels enthusiastic over time and across situations, while negative affectivity is the extent to which an individual experiences aversive emotional states over time and across situations.

Although there is little empirical evidence on the relationship between the personality traits of positive and negative affectivity and organisational commitment, it has been envisaged that differential relationship based on the various characteristics are attributed to these types of individuals.

Positive affective employees for instance report greater self-efficacy, an increased tendency to actively control their environment and seek task and informational support from supervisors and co-workers (Chapman, 2009), while negative affective employees are less inclined to seek to control their work environment, are less likely to seek communication

from supervisors and co-workers and offer task and informational support, and are more susceptible to events that result in negative experiences or emotions.

Positive affective employees would be expected to identify with and internalise the norms of the organisation, while at the same time displaying lower continuance commitment. Negative affective employees would be less likely to display attitudinal and normative attachment, but more likely to remain given the perceived lower alternatives and high sacrifice of leaving (Chapman, 2009).

(iii) Salary:

Employees normally commit themselves to their organisation if their salaries are above their expectation. In this regard the better the employee's salary the greater their level of satisfaction. Since salary is one of the basic needs according to Maslow, employees will be greatly motivated to have this basic need at the workplace.

(iv) Position and organisational tenure:

Employees tend to commit themselves to the organisation if they are holding better positions within an organisation. Robbins et al., (2009) argued that the better the position, the better the salary and benefits hence greater organisational commitment.

AL- Hussami (2008) argued that employees who have more tenure in the organisation are more likely to commit themselves than those employees who have been in employment for a shorter period. These employees will adapt to calculative commitment because, there will be greater costs in leaving the organisation as opposed to the benefits that they will reap when they stay in the organisation.

Lastly the position one holds within an organisation also contributes to the decision of whether to stay or remain in the organisation. Consider the position of a chief executive officer for instance. Good positions normally comes with good salaries and benefits hence the decision to leave a good position will normally require greater consideration.

(v) Education:

In today society, education is a key indicator of social position as well as a major source of variation in status and economic rewards. Educated employees in an organisation are more

likely to reap more benefits in an organisation hence the degree of commitment will be greater.

(vi) Gender:

Allen and Meyer (2007) concluded that women in the United States of America are more committed to their organisations than men. One explanation for greater commitment of women to their organisations is that they have more to lose by chopping and changing companies, and have fewer opportunities to obtain comparable jobs elsewhere.

Another explanation for the commitment of women employees is that they have generally had to overcome more barriers to attain their positions in the company. The fewer employment alternatives available for women also help to explain their job satisfaction. With fewer jobs to choose from, they have lower expectation as to what constitute a good job and thus are satisfied with less (Allen & Meyer 2007).

(iv) Age:

Allen and Meyer (2007) argued that older employees tend to commit themselves to their current employers because they have invested pension and they have acquired organisation specific skills. Many young employees are often disappointed with their first jobs because they fail to find sufficient challenge and responsibility. Literature points out that older employee commit themselves to organisations because of calculative commitment.

**(c) Role characteristics**

Weber (2007) argued that role characteristics are composed of role conflict, role ambiguity and role overload. Role characteristics result from perceptions of work environment and tend to influence affective responses. Employees who experience great role strain are less likely to be committed to the organisation that they work for.

**(d) Work experience**

Work experience is one of the major determinants of organisational commitment. Work experience or factors involving treatment of employees during their membership within an organisation are related to commitment. These include pay equity, supervisory relations and social investments (Allen and Meyer, 2007). The employees' level of commitment will decline if they find themselves in a situation where work experiences encountered are unpleasant.

**(e) Job characteristics**

Employees usually get committed to their organisation if there is job rotation, job enrichment and job design. Although the relationship between various job characteristics and organisational commitment has been examined in many studies, no theoretical framework has been proposed to explain the phenomenon. The job characteristics model suggests that enriched jobs are likely to yield higher organisational commitment.

### **2.7.2 Relationship between Job Satisfaction and Organisational Commitment**

A study conducted by Lumley et al. (2011) found a positive and significant relationship between job satisfaction and organisational commitment. This demonstrates that as the degree of job satisfaction increases, organisational commitment is also expected to increase. It is therefore reasonable to anticipate a positive correlation and a predictive relationship between employee job satisfaction and organisational commitment amongst university staff.

In a study conducted by Mafini and Dlodlo (2014), it was discovered that there is a strong relationship between employee satisfaction and organisational commitment amongst health professionals in the Gauteng province of South Africa. In their research it was concluded that the results of correlation analysis demonstrate that an increase in the employee satisfaction of public health professionals leads to an increase in their level of commitment and vice versa.

## **2.8 SUMMARY**

This chapter presented literature that is related to organisational change, resistance to change and ways of dealing with resistance to change. It also focuses on job satisfaction and major theories that are related to job satisfaction.

The relationship between job satisfaction, job performance, life satisfaction, turnover intentions and organisational commitment was discussed.

Motivational theories that include Maslow's hierarchy of needs, two-factor theory of Herzberg, goal setting theory, expectancy theory, equity theory and self-efficacy theory

among others were discussed in an account of determining the extent to which they enhance job satisfaction amongst employees within the work context.

Lastly organisational commitment was discussed focusing much on the different types of commitment. The relationship between job satisfaction and organisational commitment was also determined and discussed as well as the major antecedents of organisational commitment.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The goal of this current study is to determine the relationship between job satisfaction and organisational commitment in a changing environment at Sefako Makgatho Health Sciences University (SMU) in Pretoria South Africa. To this end a cross sectional quantitative design was utilised with the aid of a survey questionnaire. This chapter discusses research design that was used to achieve the aforementioned goal. An account of sampling procedures used is also included in this chapter, followed by data collection instruments and data collection method. Lastly this chapter concludes with a brief description of the method of data analysis and ethical considerations considered in the execution of this study.

#### **3.2 RESEARCH DESIGN**

According to Terre Blanche and Durrheim (1999:29) “a research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research”. Research designs are plans that guide the arrangement and conditions for the collection and analysis of data in a way that aims to combine relevance to the research purpose. Leedy and Ormrod (2014) argued that a research design provides a clear programme of action that shows the research path, sampling procedures and strategies, methods of data collection, data collection procedures, collection instruments and the way data is analysed.

Basically there are three research approaches that one can use i.e. qualitative, quantitative or mixed methods. Leedy and Ormrod (2014) argued that quantitative research involves amounts or quantities of one or more variables. The researcher will aim to measure variables in some numerical way or carefully designed measures of psychological characteristics of behaviours like tests, questionnaires or rating scales. In contrast, qualitative research looks at

characteristics or qualities that cannot be entirely reduced to numerical values. A qualitative researcher aims to examine the complexities of a particular phenomenon.

A mixed method research involves both qualitative and quantitative research methodology. Mixed method research does not only involve collecting, analysing and interpreting both qualitative and quantitative data but also integrating conclusions from those data into a cohesive whole (Leedy & Ormrod, 2014).

This research is a quantitative research that utilises descriptive cross-sectional study that surveys employees' job satisfaction and organisational commitment in a changing environment. Babbie (2010) argued that surveys may be used for descriptive, explanatory and exploratory purposes. They are mostly used in studies where individual people are used as units of analysis. Descriptive research describes data and characteristics about the population or phenomenon under study. Leedy and Ormrod (2014) argued that although the data description is factual, accurate and systematic, descriptive research cannot be used to create a causal relationship, where one variable affects another.

Leedy and Ormrod (2014) further argued that survey methodology is the field that studies the sampling of individuals from a population with the view towards making inferential statistics about the population using a sample. Since survey research is based on a sample of the population, the success of the research is dependent on the representativeness of the population under study.

### **3.3 STUDY AREA**

The research was conducted at Sefako Makgatho Health Sciences University (SMU) located 30km north west of Pretoria in the Gauteng Province of South Africa. The Sefako Makgatho Health Sciences University (SMU) has various schools that include among others, School of Medicine, School of Health Care Sciences, School of Oral Health Sciences and School of Pathology and Pre-clinical Sciences. Apart from various Schools that consist of different

lecturers, SMU also have an administration with several department chief among them human resources, marketing and communication, security, finance and student affairs. SMU community serves a total population of approximately 6000 registered students.

### **3.4 TARGET POPULATION**

The target population comprises the employees of Sefako Makgatho Health Sciences University in Pretoria. This population includes administrative and lecturing permanent staff. The target population consists of all permanent employees of Sefako Magatho Health Sciences University (SMU).

### **3.5 SAMPLING PROCEDURE**

The research utilised probability sampling, specifically the stratified random sampling. Stratified means the respondents will be divided into two groups, administrative and academic staff. Data in this study was collected from both lecturing and administrative staff. Five categories of lecturers were identified in this research and the major categories are: Junior Lecturer, Lecturer, Senior Lecturer, Associate Professor and Full Professor. In administration four major categories were identified. The major categories include administrators, low management, middle management and senior management. Gravetter and Forzano (2006) argued that stratified random sampling is particularly useful when a researcher wants to describe each individual segment of the population or wants to compare segments.

Babbie (2010) argued that rather than selecting a sample from the total population at large, the researcher ensures that appropriate numbers of elements are drawn from homogeneous subsets of that population. Since the population size of both administrative and lecturing staff is 550 at Sefako Makgatho University, the sample size of (114) participants was estimated with the confidence interval of 5% and the expected frequency of 50%. The estimation was performed in Epi Info 7 statistical- sample size and power running under Microsoft windows on a personal computer by a statistician at Sefako Makgatho Health Sciences University.

### **3.6 DATA COLLECTION INSTRUMENT**

Data was collected with the aid of a questionnaire (see Annexure C). The questionnaire consists of four sections. Section A consisted of questions that elicits demographic details, Section B consists of questions that elicits job satisfaction measured by the Minnesota Satisfaction Questionnaire (MSQ- shorter version), Section C consist of questions that elicit organisational commitment measured by the Organisational Commitment Questionnaire (OCQ) and Section D consists of questions that ask about organisational change.

Questions on Sections B and C of the questionnaire have been subjected to a four point Likert scale. A discussion below focuses on the Minnesota Satisfaction Questionnaire and the Organisational Commitment Questionnaire and questions on change management used in this current study.

Questions in Section D of the questionnaire were analysed using thematic analysis. Various themes came out for specific questions and were analysed accordingly.

#### **3.6.1 The Minnesota Satisfaction Questionnaire**

Aamodt (2004) argued that the Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, England and Lofquist. The original MSQ contains 100 items that yield scores on 20 scales. The shorter version of the MSQ, used in this study, consists of 20 items. The scale was subjected to a four point Likert scale.

Martin (2007) argued that the Minnesota Satisfaction Questionnaire (MSQ) has been proven to be reliable by a number of researchers. Sempane, Rieger and Roodt (2002) obtained a Cronbach's Alpha of 0.9169 on a sample of government employees. Martin (2007) also obtained a Cronbach's Alpha of 0.898 based on 17 items, indicating an acceptable reliability.

### **3.6.2 Organisational Commitment Questionnaire**

Luthans (2011) argued that the Organisational Commitment Questionnaire (OCQ) was developed by Allen and Meyer. The original OCQ has 15 items but has been extended to 27 items.

Martin (2007) reported that Dunham, Grube and Castanela (1994) found reliability Alpha ranges of 0.74 to 0.84 for affective commitment, 0.73 to 0.81 for continuance commitment and 0.67 to 0.78 for normative commitment. Meyer and Allen (1990) found an Alpha of 0.87 for affective commitment, 0.75 for continuance commitment and 0.65 for normative commitment.

The OCQ has also earned considerable reliability from various researchers. Different researchers found Cronbach's Alpha values that suggest that the test was reliable. For instance, Martin (2007) reported a Cronbach Alpha of 0.914, Roodt (2007), 0.94, Storm and Roodt (2001), 0.91, Pretorius and Roodt (2004), 0.926. All correlated Item-Total correlations were above 0.3 showing a sufficient correlation of each item with the overall factor (Martin, 2007).

### **3.6.3 Change Management Questions**

Questions on change management in this current research were developed by the researcher. Since the SMU community has recently witnessed change, five (5) questions were developed to determine the perception of employees in relationship to the change that was experienced at the university.

The perceived impact of change on organisational commitment and job satisfaction was also explored because change may come with negative consequences (see Annexure C for the complete research instrument). The major negative impact of change to employees include among others, fear of the unknown and fear of job security (Luthans, 2011).

### **3.7 METHOD OF DATA COLLECTION**

Permission to conduct the study was sought from senior management of the University (see Annexure A). Questionnaires were distributed to staff members during working hours. A letter of consent was also given to all employees who participated in the study (see Annexure B).

### **3.8 DATA ANALYSIS PROCEDURE**

Obtained data were analysed using the Statistical Package for Social Sciences (SPSS) version 22. Demographic details were summarised descriptively and presented as percentages. Frequency counts were done for employee job satisfaction and organisational commitment. Chi-square test was performed to check the association between job satisfaction and organisational commitment. Association between demographic details and job details was done using Chi-square test at 5% confidence interval.

### **3.9 ETHICAL CONSIDERATIONS**

The following ethical issues were taken into consideration during the research process:

- Permission to conduct the study was sought from the university management prior to conducting the study.
- Informed consent- the purpose of the study was explained to participants prior to them giving consent. Leedy and Ormrod (2010) argued that research with human beings requires informed consent. The participants must know the nature of the study and must grant written permission.
- Voluntary participation- Participants participated in the research on a voluntary basis and was given freedom to decide to discontinue their participation at any time during the course of the research. Terre Blanche and Durrheim (1999) argued that obtaining consent from participants is not merely the signing of a consent form. Consent should be voluntary and informed. This requires that participants receive a full, non-technical and clear explanation of the tasks expected of them so that they can make an informed choice to participate voluntarily in the research.

- Confidentiality- In this particular research confidentiality was strictly adhered to. No identifying details of participants were asked for and none were kept on record.
- The results of the study will be made available and accessible to interested stakeholders.

### **3.10 SUMMARY**

This chapter presented the research methodology used for this particular study. The research is a descriptive cross-sectional study that surveyed job satisfaction and organisational commitment in a changing environment at Sefako Makgatho Health Sciences University (SMU) in Pretoria. The study used the quantitative approach mostly with a bit of qualitative open ended qualitative questions.

The sample was drawn from the population of the SMU community consisting of both academic and administrative staff. A stratified random sampling technique was utilised. Data was obtained using a survey questionnaire that was distributed to all staff members.

The Statistical Package for Social Sciences (SPSS) version 22 was used to analyse the data in Section B and C. Chi-square test was used to check the association between demographic details and job satisfaction as well as between demographic details and organisational commitment at 5% confidence interval. Questions in Section D of the questionnaire were analysed using the thematic analysis. The next chapter will present the results of the study.

## **CHAPTER 4**

### **RESULTS OF THE STUDY**

#### **4.1 INTRODUCTION**

This chapter presents the results of the study focusing mainly on demographic details of participants, opinion about job satisfaction and organisational commitment in a changing environment at Sefako Makgatho Health Sciences University (SMU).

As noted in the previous chapter, data was analysed using the Statistical Package for Social Sciences (SPSS) version 22. The Chi-square test was also used to determine the relationship and association between opinions related questions and demographic details of participants.

A total of n=114 completed questionnaires were returned compared to 200 distributed questionnaires which show 57.0% response rate. The results will be presented in terms of demographic details, followed by responses of participants on job satisfaction and organisational commitment in a changing environment at SMU.

#### **4.2 DEMOGRAPHIC INFORMATION**

The profile of the participants were analysed in terms of their gender, age category, position within the organisation, job experience and educational qualification. The results are presented in simple frequency tables.

##### **4.2.1 Gender**

Table 4.1 presents the profile of participants by gender. The results indicate that 61.4% of the participants were females, while 38.6% were males. In this particular research the majority of the participants were females.

**Table 4.1: Profile of Participants by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	44	38.6
Female	70	61.4
<b>Total</b>	<b>114</b>	<b>100</b>

#### **4.2.2: Age category of Participants**

Table 4.2 presents the profile of participants by age category. The results indicate that 15.8% of the participants were of the age of 30 years and below, 34.2% were between 31 and 40 years of age, 20.2% were between the ages 41 to 50 years and 29.8% were 51 years and above.

**Table 4.2: Profile of Participants by Age Category**

<b>Age Category</b>	<b>Frequency</b>	<b>Percent</b>
30 Years and Below	18	15.8
31-40 Years	39	34.2
41-50 Years	23	20.2
51 Years and Above	34	29.8
<b>Total</b>	<b>114</b>	<b>100</b>

#### **4.2.3: Position at Work**

Table 4.3 shows the profile of participants by position at work within SMU. In the research administrators were 45.6%, 18.4% were lecturers, Associate professors were 11.4%, Senior lecturers, low management and middle management had an equal percentage of 4.4% and senior management were 1.8% of the sample. Administrators include secretaries, senior secretaries and receptionists in various departments.

**Table 4.3: Profile of Participants by Position**

<b>Position</b>	<b>Frequency</b>	<b>Percent</b>
Junior Lecturer	11	9.6
Lecturer	21	18.4
Senior Lecturer	5	4.4
Associate Professor	13	11.4
Full Professor	0	0
Administrator	52	45.6
Low Management	5	4.4
Middle Management	5	4.4
Senior Management	2	1.8
<b>Total</b>	<b>114</b>	<b>100</b>

**4.2.4: Number of Years of Working Experience**

Table 4.4 presents the profile of participants by number of years in the institution. Employees with 16 years and above of work experience accounted for 43.9% followed by those with between 2-5 years of work experience who accounted for 21.9%. Employees with less than two years accounted for 16.6%. Employees who have job experience of between 6-10 years and 11-15 years were in the minority and they account for 12.3% and 5.3% respectively.

**Table 4.4: Profile of Participants by Experience**

<b>Job Experience</b>	<b>Frequency</b>	<b>Percent</b>
Less than 2 Years	19	16.6
2-5 Years	25	21.9
6-10 Years	14	12.3
11-15 Years	6	5.3
16 Years and Above	50	43.9
<b>Total</b>	<b>114</b>	<b>100</b>

#### 4.2.5: Highest Qualification

Table 4.5 underneath presents the profile of participants by highest qualification. In the research diploma holders accounted for 27.2% followed by master's degree holders who accounted for 26.3%. The high number of people who have diplomas correlates with the high number of administrators above as the minimum requirement for secretaries in most institution is a diploma. Participants with honours degree account for 19.3% of the total sample. Degree holders and Doctor of Philosophy (PhD) degree holders were in the minority and they accounted for 13.2% and 14% respectively.

**Table 4.5: Profile of Participants by Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	31	27.2
Degree	15	13.2
Honours	22	19.3
Masters	30	26.3
PhD	16	14
<b>Total</b>	<b>114</b>	<b>100</b>

### 4.3 JOB SATISFACTION

#### 4.3.1 Overall Job Satisfaction

The MSQ was used to determine whether employees were satisfied with their jobs at Sefako Makgatho Health Sciences University (SMU). The sub-section presented below shows the results of the analysis in simple frequencies and proportion. The ratings were based on -4-Point Likert scales with the following rankings: (1) Strongly Dissatisfied, (2) Dissatisfied, (3) Satisfied, (4) Strongly Satisfied. The results are presented in table 4.6 below.

**Table 4.6 Participants responses on Job Satisfaction**

Questions on Job Satisfaction	Responses in Percent (%)			
	<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>
1. Being able to keep busy	3.5	14.9	<b>46.5</b>	<b>35.1</b>
2. The chance to work alone on the job	17	3.5	<b>48.2</b>	<b>31.3</b>
3. The chance to do different things from time to time	14	14	<b>42.1</b>	<b>29.8</b>
4. The chance to be “somebody” in the community	3.5	10.5	<b>48.2</b>	<b>37.7</b>
5. The way my boss handles his/her workers	14.9	12.3	<b>46.5</b>	<b>26.3</b>
6. The competence of my supervisor in making decisions	14	17.5	<b>38.6</b>	<b>29.8</b>
7. Being able to do things that don’t go against my conscience	6.1	7.9	<b>55.3</b>	<b>30.7</b>
8. The way my job provides for steady employment	13.2	10.5	<b>50.9</b>	<b>25.4</b>
9. The chance to do things for other people	4.4	4.4	<b>41.2</b>	<b>50</b>
10. The chance to tell people what to do	5.3	10.5	<b>60.5</b>	<b>23.7</b>
11. The chance to do something that make me use my abilities	6.1	18.4	<b>37.7</b>	<b>37.7</b>
12. The way company policies are put to practice	<b>18.4</b>	<b>50.9</b>	22.8	7.9
13. My pay and the amount of work I do	<b>29.8</b>	<b>40.4</b>	21.1	8.8
14. The chances for advancement on this job	<b>11.4</b>	<b>50</b>	28.9	9.6
15. The freedom to use my own judgement	15.8	19.3	<b>48.2</b>	<b>16.7</b>
16. The chance to try my own methods of doing the job	14	15.8	<b>51.8</b>	<b>18.4</b>
17. The working conditions	24.6	22.8	<b>39.5</b>	<b>13.2</b>
18. The way my co-workers get along with each other	5.3	15.8	<b>62.3</b>	<b>16.7</b>
19. The praise I get for doing a good job	9.6	33.3	<b>43</b>	<b>14</b>
20. The feeling of accomplishment I get from the job	15.8	14.9	<b>47.4</b>	<b>21.9</b>

**Note: Values marked in bold are significant**

From Table 4.6 above, employees are generally satisfied with their jobs at Sefako Makgatho Health Sciences University (SMU) as shown by various items on the MSQ. The exception was dissatisfaction on the items that measure satisfaction on:

- The way company policies are put to practice
- The pay/salary the participants get especially in relation to the amount of work they do
- The employees' perceived chances for advancement

In addition, Chi-Square Test was computed to test the relationship between biographical information and job satisfaction. The results in terms of probability (P-values) for each Chi-Square test of association are presented in table 4.7 below.

**Table 4.7: Probability (P) values for Chi-Square test of association between opinion related questions on Job Satisfaction and Biographical information**

Questions on Job Satisfaction	Probability (P) Values				
	Gender	Age	Position	Job experience	Educational Qualification
1. Being able to keep busy all the time	<b>0.042</b>	<b>0.001</b>	<b>0.002</b>	<b>0.000</b>	<b>0.003</b>
2. The chance to work alone on the job	0.053	<b>0.000</b>	<b>0.000</b>	<b>0.022</b>	<b>0.000</b>
3. The chance to do different things from time to time	<b>0.047</b>	<b>0.012</b>	<b>0.001</b>	<b>0.041</b>	<b>0.001</b>
4. The chance to be “somebody” in the community	0.228	0.311	0.324	0.337	0.164
5. The way my boss handles his/her workers	0.189	<b>0.020</b>	<b>0.000</b>	0.053	<b>0.000</b>
6. The competence of my supervisor in making decisions	0.759	<b>0.010</b>	<b>0.000</b>	<b>0.003</b>	<b>0.000</b>
7. Being able to do things that don’t go against my conscience	0.118	0.767	0.088	0.150	<b>0.013</b>
8. The way my job provides for steady employment	<b>0.012</b>	0.066	<b>0.000</b>	0.375	<b>0.001</b>
9. The chance to do things for other people	0.924	0.851	0.653	0.630	0.596
10. The chance to tell people what to do	0.279	0.517	0.074	0.770	0.283
11. The chance to do something that make me use my abilities	0.061	<b>0.000</b>	<b>0.000</b>	0.075	<b>0.003</b>
12. The way company policies are put to practice	<b>0.002</b>	<b>0.033</b>	0.168	0.365	0.382
13. My pay and the amount of work I do	<b>0.013</b>	0.205	0.122	0.153	0.18
14. The chances for advancement on this job	<b>0.047</b>	0.857	<b>0.010</b>	0.587	<b>0.006</b>
15. The freedom to use my own judgement	0.066	<b>0.015</b>	<b>0.000</b>	<b>0.003</b>	<b>0.001</b>
16. The chance to try my own methods of doing the job	0.430	<b>0.003</b>	<b>0.000</b>	<b>0.001</b>	<b>0.000</b>
17. The working conditions	0.478	0.613	<b>0.005</b>	0.076	<b>0.023</b>
18. The way my co-workers get along with each other	0.901	0.323	0.060	0.202	0.355
19. The praise I get for doing a good job	0.230	<b>0.014</b>	<b>0.000</b>	<b>0.002</b>	<b>0.000</b>
20. The feeling of accomplishment I get from this job	<b>0.022</b>	0.069	<b>0.002</b>	0.180	<b>0.000</b>

**Note: Values marked in bold are significant at p < 0.05 level**

### **4.3.2 Item analysis on perception of employees on Job Satisfaction**

The discussion below is going to focus on the analysis and evaluation of the responses from employees of SMU in relation to job satisfaction.

#### **4.3.2.1 Being able to Keep Busy all the Time**

From Table 4.6 above, 46.5% of the participants are satisfied with keeping busy at workplace followed by 35.1% of employees who are strongly satisfied. Furthermore very few employees were dissatisfied with keeping busy at the workplace. Results from Table 4.6 shows that 3.5% and 14.9 were strongly dissatisfied and dissatisfied respectively with regard to keeping busy at the workplace.

The Chi-Square Test of Independence (Table 4.7) shows that responses were influenced by gender, age, position, job experience and educational qualification ( $p < 0.05$ ).

- With respect to gender, the significantly more males (90.9%) felt that they were kept busy all the time compared to females (75.5%).
- In terms of age 94.4% of the respondents in the age range of 30 years and below felt that they are being kept busy compared to 91.3% of the respondents in the age range of 41-50 years.
- With respect to position at work, 100% of associate professors and junior lecturers indicated that they were kept busy at SMU.
- In terms of educational qualification, the majority of honours degree holders (95.5%) were satisfied by being busy at work compared to degree holders (86.7%).

#### **4.3.2.2 Chance to Work Alone**

Table 4.6 shows that most employees are satisfied with working alone at SMU. A total of 48.2% are satisfied, 31.3% are strongly satisfied, 17% are strongly dissatisfied and 3.5% are dissatisfied with working alone respectively.

The Chi-Square Test of Independence (Table 4.7) shows that responses were influenced by age, position, job experience and educational qualification. Gender did not have any influence in terms of the responses.

- With respect to age, the majority of respondents (94.4%) in the age category 31-40 years were satisfied that they are given an opportunity to work alone compared to 91.3% of respondents who fall in the age range of 41-50 years.
- In terms of position, senior management, senior lecturers, middle and lower management are 100% satisfied with being given an opportunity of working alone.
- With regards to experience within the current job, respondents with 2 years and below, 6-10 years and 11-15 years are 100% satisfied given the chance to work alone. Those with between 3-5 years' working experience were significantly less satisfied with being given an opportunity to work on their own.
- In terms of educational qualification, the majority (96.7%) who were also master's degree holders were satisfied with the chance to work alone compared to honours degree holders (90.9%).

#### **4.3.2.3 Chance to do different things from time to time**

Table 4.6 shows that employees are generally satisfied that their organisation gives them a chance to do different things from time to time. A total of 42.1% of the employees are satisfied followed by 29.8% who are strongly satisfied, 14% are dissatisfied and 14% are strongly dissatisfied with a chance to do different things from time to time.

The Chi-Square Test of Independence (Table 4.7) indicates that responses were influenced by gender, age, position, job experience and educational qualification.

- With respect to gender, the majority of females at (78.6%) were significantly more satisfied with the chance of doing different things from time to time compared with their male counterparts at (71.9%).
- In terms of age, the majority of respondents (87.2%) in the age range of 31-40 years were significantly satisfied with the chance to do different things from time to time.

- With regards to position, lecturers, lower management, middle management, senior lecturers and senior management at (100% each category) were significantly more satisfied with the chance to do different things from time to time.
- In terms of experience respondents with less than 2 years' experience within their positions at work are significantly more satisfied with the chance to do different things from time to time.

#### **4.3.2.4 Chance to be Somebody in the Community**

Table 4.6 indicates that employees are satisfied that their jobs offer them a chance to be “somebody” in the community. The majority of the employees (48.2%) are satisfied followed by 37.7% who are strongly satisfied, 10.5% are dissatisfied and 3.5% are strongly dissatisfied respectively that their jobs give them a chance to be “somebody” in the community.

The Chi-Square Test of Independence shows that the responses were not influenced by any of the biographical variables of the participants ( $p > 0.05$ ).

#### **4.3.2.5 The way Bosses Handle Workers**

Table 4.6 indicates that employees are satisfied by the way their bosses handle workers at SMU. The majority of participants (46.5%) are satisfied, 26.3% are strongly satisfied, 14.9% are strongly dissatisfied and 12.3% are dissatisfied about the way their bosses handle employees.

The Chi-Square Test of Independence (Table 4.7) shows that the responses were influenced by age, position and educational qualification.

- With respect to age, the majority of respondents (82.6%) in the age range of 41-50 years were significantly more satisfied with the way their bosses handles their workers compared to those in the age range of 30 years and below.

- In terms of position at work, the majority of junior lecturers (100%) were satisfied and 95.2% of lecturers were significantly more satisfied with the way their bosses handles workers than those of higher job ranks.
- With regards to educational qualification, the majority 86.7% of masters' degree holders were satisfied with the way their bosses handles their workers compared to 83.9% diploma holders.

#### **4.3.2.6 Competence of Supervisors in Decision making**

Table 4.6 indicates that employees are satisfied with the competence of their supervisors in decision making. The majority of respondents (38.6%) are satisfied, 29.8% are strongly satisfied, 17.5% are dissatisfied and 14% are strongly dissatisfied with the competence of their supervisors in making decisions.

The Chi-Square Test of Independence (Table 4.7) shows that responses were influenced by age, position, job experience and educational qualification.

- In terms of age, the majority of respondents (83.3%) in the age range of 30 years and below were significantly more satisfied with the competence of their supervisors in making decisions compared to the respondents in other age ranges.
- In terms of position at work, the majority 95.2% of junior lecturers were satisfied and 90.9% of junior lecturers were satisfied with the competence of their supervisors in decision making.
- With regards to educational qualification, the majority 93.3% of masters' degree holders were satisfied with the competence of their supervisors in decision making compared to only 68.2% of those with honours degrees.
- In terms of experience 100% of respondents with less than 2 years' experience within their positions at work are significantly more satisfied with the competence of their supervisors in decision making compared to 83.3% of respondents who fall in the age range of 11-15 years of work experience within their jobs.

#### **4.3.2.7 Employees Doing Things that goes against their Conscience**

Table 4.6 shows that respondents were generally satisfied with the fact that they do not do things that go against their conscience in the execution of their duties. The majority of respondents (55.3%) are satisfied, 30.7% are strongly satisfied, 7.9% are dissatisfied and 6.1% are strongly dissatisfied with their ability of not doing things that goes against their conscience.

The Chi-Square Test of Independence (Table 4.7) indicates that the responses were influenced by educational qualification.

- With regards to educational qualification, 100% of PhD holders were significantly indicated that they do not doing things that go against their conscience compared to 86.7% masters' degree holders.

#### **4.3.2.8 Job Provides for Steady Employment**

Job security plays an important role in job satisfaction amongst employees. Table 4.6 shows that employees are generally satisfied with job security at SMU. The majority of respondents (50.9%) are satisfied, 25.4% are strongly satisfied, 13.2% are strongly dissatisfied and 10.5% are dissatisfied about a steady employment respectively.

The Chi-Square Test of Independence (Table 4.7) indicates that the responses were influenced by gender, position and educational qualification.

- With respect to gender, the majority of females 84.3% were significantly more satisfied with the way their jobs provides for steady employment compared with 63.6% of males who were also satisfied with that.
- In terms of position at work, the majority (95.2%) of junior lecturers were significantly satisfied and 100% senior management were satisfied with the way their jobs provide for steady employment.
- With regards to educational qualification, the majority (90.9%) of honours degree holders and 90% of masters' degree holders were significantly satisfied with the way

their jobs provides for steady employment compared to those with higher qualifications as well as those with lower qualifications.

#### **4.3.2.9 Chance to do things for other People**

Table 4.6 shows that employees at SMU are satisfied by the fact that they get a chance to do things for other people. Majority of the respondents (50%) are strongly satisfied, 41.2% are satisfied, 4.4% are dissatisfied and 4.4% are strongly dissatisfied with the chance they get to do things for other people.

The Chi-Square Test of Independence (Table 4.7) indicates that the responses were not influenced by any biographical information provided by the respondents ( $p > 0.05$ ).

#### **4.3.2.10 Chance to tell People what to do**

Table 4.6 shows that employees are generally satisfied by the chance given to them to tell other people what to do. The majority of the respondents (60.5%) are satisfied, 23.7 are strongly satisfied, 10.5% are dissatisfied and 5.3% are strongly dissatisfied about getting the chance to tell other people what to do.

The Chi-Square Test of independence (Table 4.7) shows that the responses were not influenced by any variable from the biographical information of the participants ( $p > 0.05$ ).

#### **4.3.2.11 Chance to Use Own Abilities**

Table 4.6 shows that employees at SMU are satisfied by their chance to use their abilities when doing their jobs. Majority of the respondents (37.7%) are strongly satisfied, 37.7% are satisfied, 18.4% are dissatisfied and 6.1% are strongly dissatisfied with the chance to use their own abilities when doing their jobs.

The Chi-Square Test of independence (Table 4.7) indicates that the responses were influenced by age, position and educational qualification.

- In terms of age, the majority of respondents (95.7%) were in the age range of 41-50 years as well as 84.6% in the age range of 31-40 years were significantly more satisfied with the chance to use their own abilities compared to the respondents in the older age category.
- In terms of position at work, the majority of senior management and lower management were 100% satisfied with the chance to use their abilities compared to only 75% of middle management. On the other side of the academics 100% of junior lecturers were significantly more satisfied as compared to lecturers and higher positions.
- With regards to educational qualification, the majority 77.3% honours degree holders and 86.7% of masters' degree holders were significantly more satisfied with the chance to use their own abilities at work compared to those with either higher or lower qualifications.

#### **4.3.2.12 The Way Company Policies are Put into Practice**

Table 4.6 shows that employees at SMU are dissatisfied by the way company policies are put into practice. Majority of the respondents (50.9%) are dissatisfied, 18.4% are strongly dissatisfied, 22.8% are satisfied and 7.9% are strongly satisfied by the way company policies are put into practice.

The Chi-Square Test of independence (Table 4.7) indicates that the responses were influenced by gender and age of respondents.

- With respect to gender, the majority of females (80%) were significantly less satisfied with the way company policies are put to practice as compared to their male counterparts.
- In terms of age, the majority of respondents (76.5%) in the age range of 51 years and above were significantly less satisfied with the way company policies are put into practice.

#### **4.3.2.13 Pay in Relation to Amount of work**

Table 4.6 indicates that employees at SMU are dissatisfied by their pay in relation to the amount of work they do. Majority of the respondents (40.4%) are dissatisfied, 29.8% are strongly dissatisfied, 21.1% are satisfied and 8.8% are strongly satisfied by their pay and the amount of work they do.

The Chi-Square Test of independence (Table 4.7) shows that the responses were influenced by gender of respondents.

- With respect to gender, the majority of females (78.6%) were significantly less satisfied with the pay and the amount of work they do compared to only 56.8% of males who were also dissatisfied with that.

#### **4.3.2.14 Chance for Advancement**

Advancement on the job plays a pivotal role in job satisfaction. If employees are deprived of job satisfaction they tend to be dissatisfied with their jobs and the opposite is true. Table 4.6 indicates that employees at SMU are dissatisfied with the perceived chance of advancement on their jobs. Majority of the respondents (50%) are dissatisfied, 11.4% are strongly dissatisfied, 28.9% are satisfied and 9.6% are strongly satisfied by the chance of advancement on their jobs.

The Chi-Square Test of independence (Table 4.7) shows that the responses were influenced by position and educational qualification.

- With respect to gender, the majority of females (68.6%) were significantly less satisfied with the chance for advancement on their jobs compared to only 50% of males who were also dissatisfied with that.
- In terms of position at work, the majority 92.3% of Associate Professors as well as 80% senior lecturers were significantly dissatisfied with the chance for advancement on their jobs compared to junior lecturers.

- With regards to educational qualification, the majority (86.7%) of PhD holders as well as 87.5% of degree holders were significantly dissatisfied with the chance for advancement.

#### **4.3.2.15 Freedom to Use Own Judgement**

Table 4.6 indicates that employees at SMU are satisfied with their chance to use their own judgement when doing their jobs. Majority of the respondents (48.2%) are satisfied, 16.7% are strongly satisfied, 19.3% are dissatisfied and 15.8% are strongly dissatisfied by the freedom they are given by the employer to use their own judgement in doing their jobs.

The Chi-Square Test of independence (Table 4.7) shows that the responses were influenced by age, position at work and job experience and educational qualification of respondents.

- In terms of age, the majority of respondents (79.5%) in the age range of 31-40 years were as well as 77.8% in the age range of 30 years and below were significantly more satisfied with the freedom to use their own judgement.
- In terms of position at work, the majority of junior lecturers 100% satisfied and 90.5% of lecturers were significantly more satisfied with the freedom to use their own judgement compared to those in higher academic position.
- In terms of experience, the majority of respondents (83.3%) with 11-15 years of experience were satisfied with the freedom to use their own judgement compared to 71.4% of respondents who fall in the age range of 6-10 years of work experience within their jobs.
- With regards to educational qualification, the majority 84.6% of honours degree holders and 72.2% masters' degree holders were satisfied with the freedom to use their own judgement at work.

#### **4.3.2.16 Chance to Try Own Methods**

Table 4.6 indicates that employees at SMU are satisfied by the chance to try their own methods when doing their jobs. Majority of the respondents (51.8%) are satisfied, 18.4% are

strongly satisfied, 15.8% are dissatisfied and 14% are strongly dissatisfied by the chance to try their own methods when doing their jobs.

The Chi-Square Test of independence (Table 4.7) shows that the responses were influenced by age, position and job experience and educational qualification of respondents.

- In terms of age, the majority of respondents (89.7%) in the age range of 31-40 years as well as 72.2% in the age range of 30 years and below were significantly more satisfied with the chance to try their own methods when doing their jobs compared to the respondents in the older age category.
- In terms of position at work, the majority of junior lecturers and lecturers (100%) were significantly more satisfied with the chance to try their own methods of doing the job. In the case of administrative respondents 100% of middle managers were significantly more satisfied with the chances they got to try their own methods of doing their jobs.
- In terms of experience, the majority of respondents (100%) with 6-10 years and 11-15 years of experience were satisfied with the chance to try their own methods when doing the job.
- With regards to educational qualification, the majority 89.3% of honours degree holders and 71.9% masters' degree holders were significantly more satisfied with the chance to try their own methods when doing their jobs.

#### **4.3.2.17 Working Conditions**

Table 4.6 shows that employees at SMU are satisfied with the working conditions at SMU. Majority of the respondents (39.5%) are satisfied, 13.2% are strongly satisfied, 22.8% are dissatisfied and 24.6% are strongly dissatisfied by the working conditions on their jobs at SMU.

The Chi-Square Test of independence (Table 4.7) indicates that the responses were influenced by position and educational qualification of respondents.

- In terms of position at work, the majority of middle managers (81.8%) were significantly more satisfied with the working conditions at SMU compared to 80% of senior lecturers who were satisfied by same.
- With regards to educational qualification, the majority 85.4% of honours degree holders and 79.1% masters' degree holders were significantly more satisfied with the working conditions at SMU compared to those with either lower or higher qualifications.

#### **4.3.2.18 The Way Co-workers get along**

Table 4.6 shows that employees at SMU are satisfied by the way co-workers get along with one another at SMU. Majority of the respondents (62.3%) are satisfied, 16.7% are strongly satisfied, 15.8% are dissatisfied and 5.5% are strongly dissatisfied by the way co-workers get along with one another at work.

The Chi-Square Test of Independence (Table 4.7) indicates that the responses were not influenced by any biographical information provided by the respondents ( $p > 0.05$ ).

#### **4.3.2.19 Praise for doing a Good Job**

Table 4.6 indicates that employees at SMU are satisfied by the praise they get from doing well on their jobs. Majority of the respondents (43%) are satisfied, 14% are strongly satisfied, 33.3% are dissatisfied and 9.6% are strongly dissatisfied by the praise they get from doing good on their jobs.

The Chi-Square Test of independence (Table 4.7) shows that the responses were influenced by age, position at work, job experience and educational qualification of respondents.

- In terms of age, the majority of respondents (72.2%) in the age range of 30 years and below and 69.2% in the age range of 31-40 years were significantly satisfied with the

praise they get from doing well compared to the respondents who were in the older age category.

- In terms of position at work, the majority of Associate Professors (92.3%) were significantly satisfied with the praise they get from doing well.
- In terms of experience, the majority of respondents (100%) with less than 2 years of experience were satisfied with the praise they get from doing well compared to respondents (66.7%) with 11-15 years of experience at work.
- With regards to educational qualification, the majority (87.4%) of PhD holders and 78.4% masters' degree holders were significantly satisfied with the praise they get from doing well.

#### **4.3.2.20 Feeling of accomplishment on the Job**

Table 4.6 indicates that employees at SMU are satisfied by the feeling of accomplishment they get from their jobs. Majority of the respondents (47.4%) are satisfied, 21.9% are strongly satisfied, 14.9% are dissatisfied and 15.8% are strongly dissatisfied by the feeling of accomplishment they get from their jobs.

The Chi-Square Test of independence (Table 4.7) shows that the responses were influenced by gender, position at work and educational qualification of participants.

- With respect to gender, the majority of females 77.1% were significantly more satisfied with the feeling of accomplishment they get from their jobs compared to 56.8% of males who were also satisfied with that.
- In terms of position at work, the majority (100%) of junior lectures and 85.7% of lecturers were significantly more satisfied with the feeling of accomplishment they get from their jobs.
- With regards to educational qualification, the majority 90.9% of masters' degree holders were satisfied with the feeling of accomplishment they get from their jobs compared to 89.3% PhD holders.

## 4.4 ORGANISATIONAL COMMITMENT

### 4.4.1 Overall Organisational Commitment

Table 4.8 underneath shows the overall responses of the participants' responses on Organisational Commitment.

**Table 4.8: Participants' overall Responses on Organisational Commitment**

Questions on Organisational Commitment	Responses in Percent (%)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1.It would be hard for me to leave this organisation now even if I wanted to	<b>30.7</b>	<b>34.2</b>	21.1	14
2.I do not feel any obligation to remain with my current employer	<b>19.3</b>	<b>31.6</b>	35.1	14
3.I would be happy to spend the rest of my career with this organisation	11.4	36	<b>24.6</b>	<b>28.1</b>
4. One of the few negative consequences of leaving this organisation would be the scarcity of available opportunities	<b>21.1</b>	<b>40.4</b>	26.3	12.3
5.Even if it were to my advantage, I do not feel it would be right to leave my organisation right now	13.2	28.1	<b>36.8</b>	<b>21.9</b>
6.I really feel as if this department's problems are my own	11.4	28.1	<b>40.4</b>	<b>20.2</b>
7. Right now, staying with my department is a matter of necessity as much as desire	13.2	17.5	<b>37.7</b>	<b>31.6</b>
8.I do not feel a strong sense of "belonging" to my department	<b>34.2</b>	<b>49.1</b>	11.4	5.3
9.I feel that I have too few options to consider leaving this department	<b>19.3</b>	<b>41.2</b>	28.9	10.5
10.I do not feel "emotionally attached" to this department	<b>33.3</b>	<b>52.6</b>	7.9	6.1
11.I do not feel like part of the family at my department	<b>39.5</b>	<b>51.8</b>	5.3	3.5
12.This organisation deserves loyalty	2.6	18.4	<b>57.0</b>	<b>21.9</b>
13.If I had not already put so much of myself into this department, I might consider working elsewhere	7.9	50	<b>32.5</b>	<b>9.6</b>
14.I would not leave my organisation right now because I have a sense of obligation to the people in it	8.8	37.7	<b>40.4</b>	<b>13.2</b>
15.I would feel guilty if I leave my organisation	<b>24.6</b>	<b>42.1</b>	20.2	13.2
16.This department has a great deal of personal meaning for me	6.1	13.2	<b>64.0</b>	<b>16.7</b>
17.Too much of my life would be disrupted if I decided I wanted to leave my department	<b>35.1</b>	<b>25.4</b>	22.8	16.7
18.I owe a great deal to my organisation	<b>31.6</b>	<b>24.6</b>	30.7	13.2

**Note: Values marked in bold are significant**

Chi-Square test of association between the participants' biographical variables and their responses on organisational commitment was computed. The results are presented in table 4.9 underneath.

**Table 4.9: Probability (P) Values for Chi-Square Test of association between opinions related questions on Organisational Commitment and biographical information**

Questions on Organisational Commitment	Probability (P) Values				
	Gender	Age	Position	Job experience	Educational Qualification
1.It would be hard for me to leave this organisation now even if I wanted to	0.860	<b>0.049</b>	<b>0.027</b>	<b>0.022</b>	<b>0.000</b>
2.I do not feel any obligation to remain with my current employer	<b>0.031</b>	<b>0.001</b>	<b>0.004</b>	<b>0.001</b>	<b>0.002</b>
3.I would be happy to spend the rest of my career with this organisation	<b>0.008</b>	<b>0.000</b>	<b>0.001</b>	<b>0.000</b>	<b>0.000</b>
4. One of the few negative consequences of leaving this organisation would be the scarcity of available opportunities	0.116	0.661	<b>0.010</b>	<b>0.301</b>	<b>0.013</b>
5.Even if it were to my advantage, I do not feel it would be right to leave my organisation right now	0.220	<b>0.007</b>	<b>0.029</b>	<b>0.001</b>	<b>0.001</b>
6.I really feel as if this department's problems are my own	0.086	<b>0.002</b>	<b>0.013</b>	<b>0.131</b>	<b>0.025</b>
7. Right now, staying with my department is a matter of necessity as much as desire	0.529	0.120	0.166	0.073	0.304
8.I do not feel a strong sense of "belonging" to my department	0.228	0.842	<b>0.040</b>	0.119	0.144
9.I feel that I have too few options to consider leaving this department	0.185	0.250	<b>0.037</b>	0.228	<b>0.008</b>
10.I do not feel "emotionally attached" to this department	0.515	0.767	0.257	0.124	0.070
11.I do not feel like part of the family at my department	0.559	0.748	0.753	0.737	0.071
12.This organisation deserves loyalty	0.197	0.096	<b>0.000</b>	0.236	<b>0.000</b>
13.If I had not already put so much of myself into this department, I might consider working elsewhere	<b>0.011</b>	0.159	0.162	0.249	<b>0.0248</b>

14.I would not leave my organisation right now because I have a sense of obligation to the people in it	0.552	0.461	<b>0.012</b>	0.661	<b>0.000</b>
15.I would feel guilty if I leave my organisation	0.341	0.154	0.180	0.272	0.093
16.This department has a great deal of personal meaning for me	0.225	<b>0.020</b>	0.085	0.236	<b>0.003</b>
17.Too much of my life would be disrupted if I decided I wanted to leave my department	0.300	0.255	<b>0.008</b>	0.543	0.164
18.I owe a great deal to my organisation	0.068	0.073	<b>0.017</b>	0.275	<b>0.005</b>

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**Note: Values marked in bold are significant at p <0.05 level.**

The responses of the participants will now be explained according to the individual items that appear on the Organisational Commitment Questionnaire (OCQ).

#### **4.4.2 Organisational Commitment per OCQ Items**

##### **4.4.2.1 Hard to Leave the Organisation**

Table 4.8 above shows that the majority of respondents (34.2%) disagree with the fact that it is hard for them to leave their current employer, 30.7% strongly disagree, 21.1% agree and 14% strongly agree with the idea. This implies that at least 64.9% of the participants would not find it hard to exit the organisation now.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by age, position at work, job experience and educational qualifications.

- In terms of age, the majority of respondents at 40 years of age and younger (i.e in the age range of 31-40 years as well as 72.2% in the age range of 30 years and below) stated that it is not hard for them to leave the organisation compared to the respondents in the older categories.
- In terms of position at work, the majority of senior lecturers were (100%) and 84.6% of Associate Professors feel that it would not be hard to leave their organisation.

- In terms of experience, the majority of respondents (90.9%) with less than 2 years of experience as well as 85.7% with 6-10 years of experience viewed leaving their organisation as easy if they want to leave.
- With regards to educational qualification, the majority 87.4% of PhD and 78.4% of masters' degree holders disagreed with the idea that it is hard to consider leaving their organisation.

#### **4.4.2.2 Obligation to Remain with Current Employer**

Table 4.8 above shows that (35.1%) agree and 14.0% of respondents strongly agree with the fact that they do not feel it as an obligation to remain with their current employer. A total of 31.6% disagree and 19.3% strongly disagree, i.e. 50.9% of participants would feel obliged to remain in the organisation.

The Chi-Square Test of Independence (table 4.9) indicates that the responses were influenced by gender, age, position, job experience and educational qualifications.

- In relation to gender, there was a significant difference in the respondents feeling obligated to stay with the organisation with males at 63.3% feeling significantly less obligated than their female counterparts.
- In terms of age, the majority of respondents (76.5%) who are in the age range of 51 years feel significantly obligated to remain with their current employer compared to the respondents (69.2%) in the age range of 31-40 years who do not feel obligated to remain with their current employer.
- In terms of position at work, the majority of Associate Professors (100%) disagreed with the idea that they do not feel it as an obligation to remain with their current employer compared to junior lecturers (63.6%) who agreed with the same fact.
- In relation to experience, the majority of respondents (87.5%) with less than 2 years of experience and 71.4% with 6-10 years of experience agreed that they do not feel it as an obligation to remain with their current employer.

- With regards to educational qualification, the majority 77.4% of PhD holders and 70.5% of those with masters' degree do not feel it as an obligation to remain with their current employer compared to those with lower qualifications.

#### **4.4.2.3 Happy to Spend the Whole Career within the Organisation**

Table 4.8 above shows that (36%) of respondents disagree and 11.4% strongly disagree with the fact that they would be happy to spend their whole career at SMU; 24.6% agree and 28.1% strongly agree that they would be willing to spend the rest of their career lives at SMU, i.e. a total of 52.7% of respondents would be willing to spend the rest of their working lives at SMU.

The Chi-Square Test of Independence (table 4.9) indicates that the responses were influenced by gender, age, position, job experience and educational qualification.

- In relation to gender, the majority of female respondents (74.1%) disagreed with the idea that they would be happy to spend the rest of their career lives with their employer compared to male respondents.
- In terms of age, the majority of respondents (69.2%) who are in the age range of 31-40 years as well as respondents (56.5%) in the age range of 31-40 years significantly disagreed with the idea that they would be happy to spend the rest of their career within their organisation.
- In terms of position at work, the majority of Associate Professors (100%) agreed with the idea that they will be happy to spend the rest of their career lives within SMU.
- In relation to experience, the majority of respondents (87.5%) with less than 2 years of experience and 71.4% with 16 years and above agreed that they would be happy to spend the rest of their career lives within SMU compared to respondents in other age category.
- With regards to educational qualification, the majority 83.3% honours degree holders agreed with the idea that they will be happy to spend the rest of their career with their current employer compared to 57.3% masters' degree holders.

#### **4.4.2.4 Scarcity of Available Opportunities**

Table 4.8 above shows that (40.4%) of respondents disagree and 21.1% strongly disagree with the fact that one of reasons for not leaving is due to scarcity of available opportunities, 26.3% agree and 12.3% strongly agree that there are few opportunities available outside of their organisation.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by position at work, job experience and educational qualification.

- In terms of position at work, the majority of lecturers (90.5%) as well as Associate Professors (84.6%) disagreed with the idea that opportunities are scarce outside of their current organisation.
- In relation to experience, the majority of respondents (90.9%) with less than 2 years of experience disagreed with the idea that one of the few negative consequences of leaving their organisation will be availability of few opportunities compared to respondents (84.6%) with 6-10 years' experience at work who also disagreed with the same idea.
- With regards to educational qualification, the majority 78% honours degree holders agreed with the idea that opportunities are scarce making it not easy for them to leave their organisation, which was significantly different from those with masters' degree at (57.3%) who felt that opportunities are not scarce outside their organisation.

#### **4.4.2.5 Feeling that it would not be Right to Leave the Organisation Right Now**

Table 4.8 above shows that the majority of respondents (36.8%) agree and 21.9% strongly agree that, even if it were to their advantage, they do not feel it would be right to leave their organisation right now; 28.1% disagree and 13.2% strongly disagree with the idea. Thus over half (58.7%) of the respondents would leave the organisation if it were to their advantage.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by age, position at work, job experience and educational qualification.

- In terms of age, the majority of respondents (82.4%) who are in the age range of 51 years and above and 52.2% in the age range of 41-50 years agreed with the feeling that it would not be right to consider leaving the organisation right even if it were to be their advantage.
- In terms of position at work, 100% of Associate Professors and 66.7% of lecturers felt that it would not be right to consider leaving the organisation right even if it were to their advantage.
- In relation to experience, the majority of respondents (87.5%) with less than 2 years' of experience as well as 74% of those with 16 years and above agreed with the idea that it would not be right to consider leaving the organisation right now.
- With regards to educational qualification, the majority 81.2% PhD holders agreed with the idea that it would not be right to consider leaving the organisation right now compared to 74.1% masters' degree holders who agreed with the idea.

#### **4.4.2.6 Department's Problems are their Own**

Table 4.8 above shows that the majority of respondents (40.2%) agree and 20.2% strongly agree with the fact that they consider the problems in their various departments they work as their own problems; 28.1% disagree and 11.4% strongly disagree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by age, position at work, job experience and educational qualification.

- In terms of age, the majority of respondents (76.5%) who are in the age range of 51 years and above agreed with the feeling that they consider all departmental problems as their own compared to the respondents (69.2%) in the age range of 31-40 years who also agreed with the same idea.
- In terms of position at work, (100%) of Associate professors and 81.0% of lecturers agreed with the feeling that they consider all departmental problems as their own.
- In relation to experience, the majority of respondents (72.7%) with less than 2 years of experience as well as 66.7% with 11-15 years of works of work experience agreed with the feeling that they consider all departmental problems as their own.

- With regards to educational qualification, the majority (90.1%) of PhD holders as well as 84% of masters' degree holders agreed with the feeling that they consider all departmental problems as their own compared to 84% masters' degree holders who agree.

#### **4.4.2.7 Staying as a Matter of Necessity as Much as Desire**

Table 4.8 above shows that the majority (69.3%) of respondents (i.e. 37.7% and 31.6% ) who strongly agree with the fact that they consider staying within their departments as a matter of necessity as much as desire; 17.5% disagree and 13.2% strongly disagree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were not influenced by any of the biographical variables given by the respondents ( $p > 0.05$ ).

#### **4.4.2.8 Sense of Belonging**

Table 4.8 above shows that the majority of respondents (83.3%) do not have a sense of belonging in their departments/organisation (i.e. 49.1% disagree and 34.2% strongly disagree).

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by position of the respondents.

- In terms of position at work, 100% of junior lecturers as well as 95.2% of lecturers do not feel a strong sense of belonging to their departments.

#### **4.4.2.9 There are Few Options to Consider Leaving the Organisation**

Table 4.8 above shows that the majority of respondents (60.5%) (i.e. a combination of 41.2% who disagree and 19.3% who strongly disagree) do not feel that options out there are too few for them to consider leaving their organisation should they consider to leave; 28.9% agree and 10.5% strongly agree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by position at work and educational qualifications of the respondents.

- In terms of position at work, 100% of Associate Professors (100%) agreed with the feeling that they do not feel a strong sense of belonging to their departments/organisation while on the side of administrators 75.0% of those in middle management also do not feel a strong sense of belonging.
- With regards to educational qualification, the majority (87.2%) of honours degree holders and agreed with the feeling that they do not feel a strong sense of belonging to their departments compared to 75% of those with masters' degree holders do not feel a strong sense of belonging to their departments/organisation.

#### **4.4.2.10 Emotional Attachment to the Organisation**

Table 4.8 above shows that the majority of respondents (52.6%) disagree with the fact that they do not feel emotionally attached to their departments, 33.3% strongly disagree, meaning that 85.9% of respondents feel emotionally attached to their organisation. Only about 14.1% i.e. 7.9% who agree and 6.1% who strongly agree with the idea stated that they not emotionally attached to their organisation.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were not influenced by any of the biographical variables of the respondents ( $p > 0.05$ ).

#### **4.4.2.11 Feeling of being Part of the Family in the Department**

Table 4.8 above shows that the majority of respondents (51.8%) disagree and 39.5% strongly disagree with the statement, implying that at least 91.3% of the participants do feel like they are part of the family in their departments. Only 5.3% agree and 3.5% strongly agree with the fact that they do not feel like they are part of the family.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were not influenced by any of the biographical variables of the respondents ( $p > 0.05$ ).

#### **4.4.2.12 Organisation Deserves Loyalty**

Table 4.8 above shows that the majority of respondents (57%) agree and 21.9% strongly agree with the fact that the organisation (SMU) deserves loyalty whilst 18.4% disagree and 2.6% strongly disagree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by position and educational qualifications of the respondents.

- In terms of position at work, 100% of those in middle management agreed with the idea that their organisation deserves loyalty as well as 90.5% of lecturers on the academic side.
- With regards to educational qualification, the majority (93.3%) of honours degree holders and 68% of masters' degree holders agreed with the idea that their organisation deserves loyalty.

#### **4.4.2.13 Consider Leaving had they not already put a lot of themselves in the Organisation**

Table 4.8 above shows that the majority of respondents (50%) disagree and 7.9% strongly disagree with the fact that they could consider leaving the organisation if they had not invested a lot of themselves in the organisation already; 32.5% agree and 9.6% strongly agree with the idea, indicating that they could leave irrespective of how much they invested in the organisation.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by gender and educational qualifications of the respondents.

- In relation to gender, the majority of female respondents (75%) disagreed with the idea that they might consider leaving had they already put a lot of themselves in their organisation compared to male respondents (72.7%) who disagreed with the same statement.

- With regards to educational qualification, the majority (87.5%) of honours degree holders as well as 71.2% masters' degree holders disagreed with the idea that they might consider leaving had they already put a lot of themselves in their organisation. This implies that this group would consider leaving as they do not feel like they have invested a lot into the organisation.

#### **4.4.2.14 Sense of Obligation to the People in the Organisation**

Table 4.8 above shows that the majority of respondents (40.4%) agree and 13.2% strongly agree with the fact that they would not consider leaving the organisation right now because they have a sense of obligation to the people in it; 37.7% disagree and 8.8% strongly disagree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by position at work and educational qualifications of the respondents.

- In terms of position at work, (100%) of senior management agreed with the idea that they would not leave their organisation because they have a sense of obligation to the people in it compared to the middle management (90.5%) who disagreed with the idea.
- With regards to educational qualification, the majority (87.5%) of master's degree holders agreed with the idea that they would not leave their organisation because they have a sense of obligation to the people in it compared to degree holders (90.5%) who disagreed with the idea.

#### **4.4.2.15 Would Feel Guilty after Leaving the Organisation**

Table 4.8 above shows that the majority of respondents (42.1%) disagree and 24.6% strongly disagree with the fact that they would feel guilty if they were to leave SMU; 20.2% agree and 13.2% strongly agree that they would feel guilty if they were to leave SMU.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were not influenced by any of the biographical variables of the respondents ( $p > 0.05$ ).

#### **4.4.2.16 Department has personal Meaning**

Table 4.8 above shows that the majority of respondents (64%) agree and 16.7% strongly agree with the fact that their department has a great deal of personal meaning to them; 13.2% disagree and 6.1% strongly disagree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by age and educational qualifications of the respondents.

- In terms of age, the majority of respondents (91.2%) who are in the age range of 51 years and above as well as 82.6% in the age range of 31-40 years indicated that their departments have a great deal of personal meaning for them.
- With regards to educational qualification, the majority (90.5%) of PhD holders as well as 74% of degree holders agreed with the idea that their departments have a great deal of personal meaning for them.

#### **4.4.2.17 Disruption of Life upon Leaving**

Table 4.8 above shows that the majority of respondents (35.1%) strongly disagree and 25.4% disagree with the fact that their lives would be disrupted a lot if they were to consider to leave their departments now; 22.8% agree and 16.7% strongly agree with the idea.

The Chi-Square Test of Independence (Table 4.9) indicates that the responses were influenced by position of the respondents.

- In terms of position at work, the majority of Associate Professor (84.6%) disagreed with the idea that their lives would be disrupted if they decided to leave their departments; on the side of administrative respondents 61.8 of those in lower

management also indicated that their lives would not be disrupted if they were to leave the organisation right now.

#### **4.4.2.18 Owing a Great Deal to their organisation**

Table 4.8 above shows that the majority of respondents (31.6%) strongly disagree and 24.6% disagree with the fact that they owe a great deal to their organisation (SMU); 30.7% agree and 13.2% strongly agree with the idea.

The Chi-Square Test of Independence (table 4.9) indicates that the responses were influenced by position at work and educational qualifications of the respondents.

- In terms of position at work, the majority of Associate Professors (84.6%) disagreed with the idea that they owe a great deal to their organisation as well as lower management (80%) from administrative respondents.
- With regards to educational qualification, the majority (90.5% of degree holders and 83.3% of PhD holders) disagreed with the idea that they owe a great deal to their organisation.

### **4.5 PERSPECTIVE ON CHANGE MANAGEMENT**

A number of questions were asked to participants about their general feeling about change at SMU, i.e. how they felt about the de-merger from the University of Limpopo, how that de-merger was managed, and how they felt about how change should be managed in future at SMU. The following presentation will look at the major themes that came out during data collection.

#### **4.5.1 Feelings about the De-merger**

Respondents have mixed feelings regarding the de-merger. The discussion below demonstrates the major themes that came out about respondents' feelings about the de-merger.

### **(1) Happy about the de-merger**

The majority of the respondents (90%) were happy about the de-merger. When asked to briefly explain their feelings about the de-merger, one of the respondents had this to say *“I was over the moon when I heard the good news. My eyes were full with tears of joy”*.

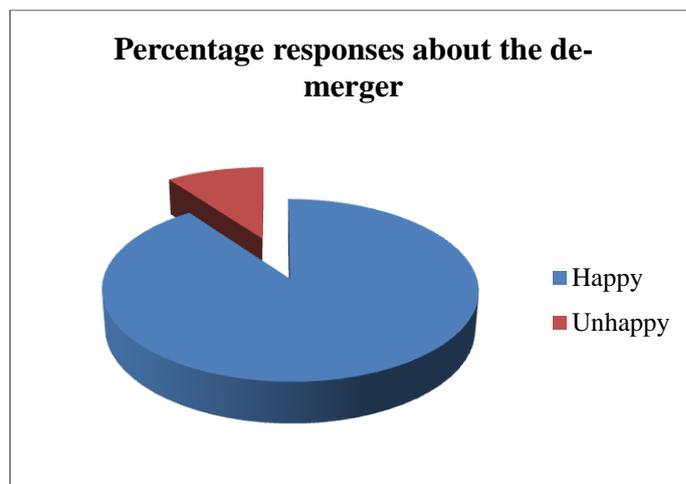
The other respondent stated that *“I am extremely happy about the de-merger. I am over the moon”*.

### **(2) Unhappy about the de-merger**

Although most of the respondents were happy about the de-merger, some (10%) of the respondents were not happy about it. When asked to briefly explain their feelings about the de-merger, one of the respondents had this to say *“The de-merger should never take place: A waste of tax payer’s money”*.

Another respondent showed frustrations about the de-merger stating that *“I feel embarrassed when coming to the poor services at SMU where they cannot have a dynamic SMU website”*

In support of the above statement, one of the respondents clearly showed unhappiness and had this to say *“I am unhappy about the de-merger. Can you imagine starting working in a new University, the previous University had challenges, what more this new establishment”*.



**Figure 4.1: Respondents’ feelings about the de-merger**

#### 4.5.2 Reasons for Change in the organisation

Participants in the research were asked about whether they knew the reasons for the de-merger or not. They had different views about the reasons for change at SMU. The discussion below shows the major themes that came out during data collection.

##### (1) Efficient service delivery

The majority of respondents (70%) argued that the reason for the de-merger was for efficient service delivery. One of the respondents argued that *“SMU has control over its own finance and future destiny. We need to look at finance department and Human resources to improve the systems and procedures and new technology to help those departments to function better”*.

On the other hand one of the respondents argued that *“for good results and competent future academics”*. This shows that the second respondent was supporting the first respondents who argued that change was done for better service delivery.

##### (2) Political interference

A considerable number of respondents (30%) argued that the major reason for change at SMU was political interference by Government. When asked to briefly explain in their own view the reasons for change in their organisation, one of the respondents had this to say *“political reasons. Somebody tried to prove him or herself, power”*. The other respondent argued that *“Political pressure caused change at SMU”*.

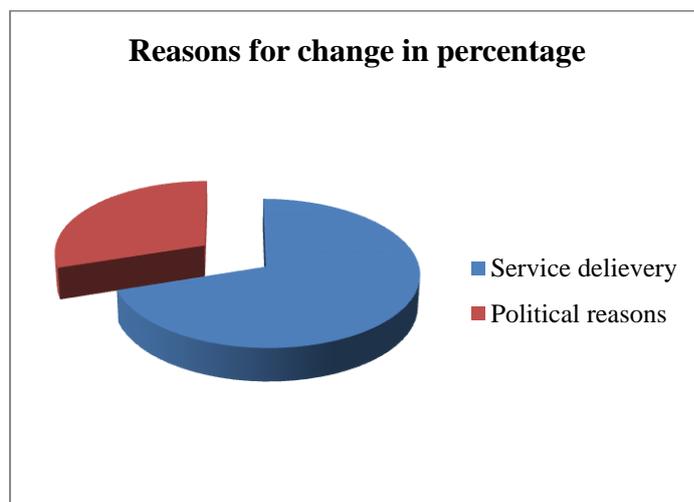


Figure 4.2: Percentage responses about reasons for change

### **4.5.3 Was Change at SMU Beneficial?**

Participants in the research had mixed feelings on whether change was beneficial or not at SMU. The discussion below shows the major themes that came out during data collection.

#### **(1) Too early to comment**

The majority of the respondents (60%) argued that it is too early to comment on whether the change (i.e. de-merger) was beneficial or not at SMU. One of the respondents had this to say *“It is still too early to comment but I believe if the focus is to grow the institution, this will benefit SMU”*.

In support of the above statement one of the respondents argued that *“I have not yet seen change, maybe the process is still on or hidden”*. Since the data collection was done immediately after the de-merger, most respondents felt that they need time to assess the impact of change at SMU.

#### **(2) Change was beneficial**

A considerable number of respondents (30%) felt that change at SMU was beneficial. One of the respondents had this to say: *“Yes. We need independence to fully develop our potential”*.

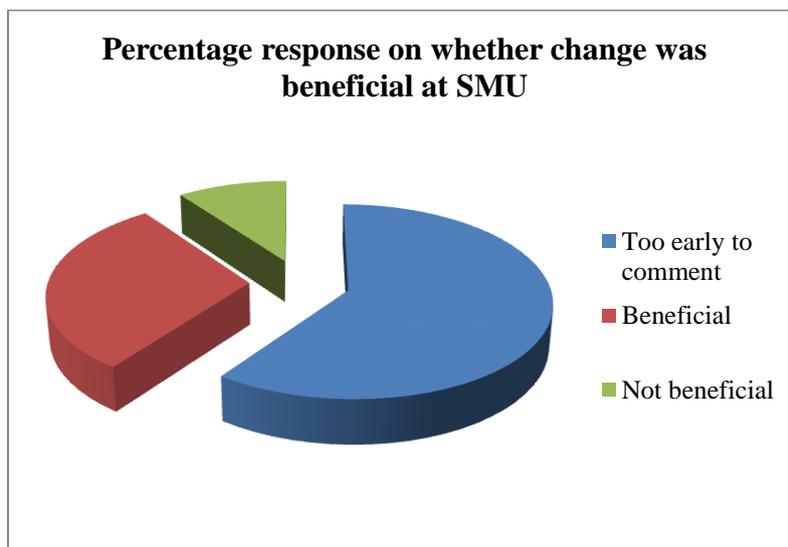
In addition, one of the respondents argued that, *“Yes we need change to improve”*. In support of the above statements, one of the respondents stated that *“Yes. Even if I personally don’t like the name SMU, I wanted MEDUNSA. Change will bring stability, cure to all our uncertainty problems here and at home. Hope new things like expansion of buildings, promotions and increase in salaries will be done”*.

#### **(3) Change was not beneficial**

The minority (10%) of the respondents have the view that de-merger of SMU from University of Limpopo was not beneficial. One of the respondents had this to say: *“No, it is not beneficial since other sub divisions are suffering from lowly provision of management”*.

In support of the above statement, one of the respondents argued that *“no, it was beneficial to somebody to gain something for him or herself.”* This statement clearly shows that change was perceived not to be beneficial to the SMU community but for the few individuals who thought of bringing the change.

Furthermore, in support of the above statements, one of the respondents argued that *“this change will only benefit the policy makers, politicians are using this platform to advance their political career, they want to be known to have contributed something but in actual fact this change cannot benefit the society”*.



**Figure 4.3: Responses in percentage on whether change was beneficial or not**

#### **4.5.4 The way change was managed**

Participants in the research had mixed feelings about their perception on how the de-merger was managed at SMU. The discussion below shows the major themes that came out during data collection.

##### **(1) Change was badly managed**

The majority of respondents (90%) argued that change at SMU was not managed well; one of the respondents had this to say about their perception on how well the change was managed: *“Not well. There was lack of communication and opportunity to express our views and planning”*.

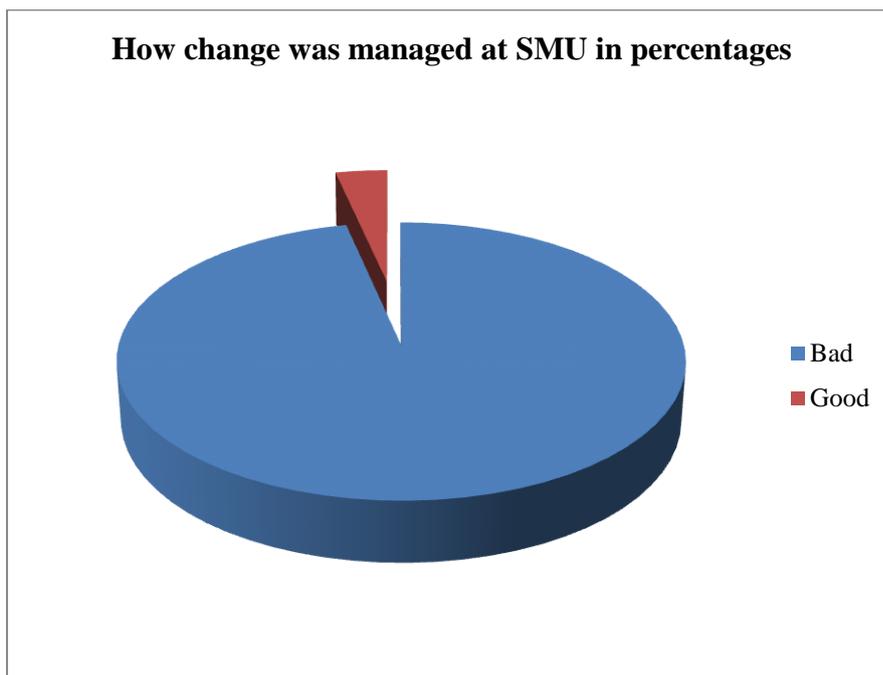
In support of the above statement, one of the respondents argued that *“the de-merger was not well planned with regard to IT migration, graduation money availability and perhaps more I am not aware of”*.

## (2) Change was well managed

The minority of the respondents (10%) argued that they feel that the way change was managed at SMU was not bad. One of the respondents had this to say about the management of change, *“Moderately fine, with the interim council which was leading from the top, everything was fine”*.

In support of the above statement, one of the respondents argued that *“Not too bad, although there is always room for improvement. I don’t have a lot of knowledge about the process. All we heard are rumours”*.

The reliance on rumours in the above may also be supportive of the fact that adequate communication of the de-merger process may have been one of the issues. Furthermore, it would seem that, from the statements, the respondents were not hundred percent sure that the de-merger was managed well.



**Figure 4.4: Percentage responses on how well change was managed at SMU**

#### **4.5.5 Respondents' suggestion for Future Change Management**

There are a number of themes that came as ways that were suggested by respondents to manage change at SMU in future. The major themes that came out during data collection are communication, stakeholder involvement during change and provision of suggestion boxes among others.

##### **(1) Communication**

The majority of respondents (60%) argued that communication with relevant stakeholders is important when change is introduced in an organisation like SMU. When respondents were asked to suggest any other information that they feel would help SMU to manage change in future, one of the respondents replied that *“management at SMU should improve communication, develop staff and regain staff confidence”*. Literature has the view that employees should be communicated to effectively when change is introduced in an organisation (Robbins et al. 2009).

In support of the above statement, one of the respondents argued that *“communication to employees and commitment of management to make employees happy”*. Communication of change to employees forms the corner stone of effective success of the change process.

##### **(2) Stakeholder involvement**

Change in an organisation can be managed well when all relevant stakeholders are involved during the change process. A considerable number of respondents (30%) argues that stakeholder involvement form a core panacea of effective organisational change.

When asked about respondents' suggestion about how change should be managed in future at SMU, one of the respondents argued that *“involve all staff. They must experience SMU as their institution”*. In support of the statement given, the other respondent said *“involvement of all stakeholders at all times before decisions can be taken and implemented”*.

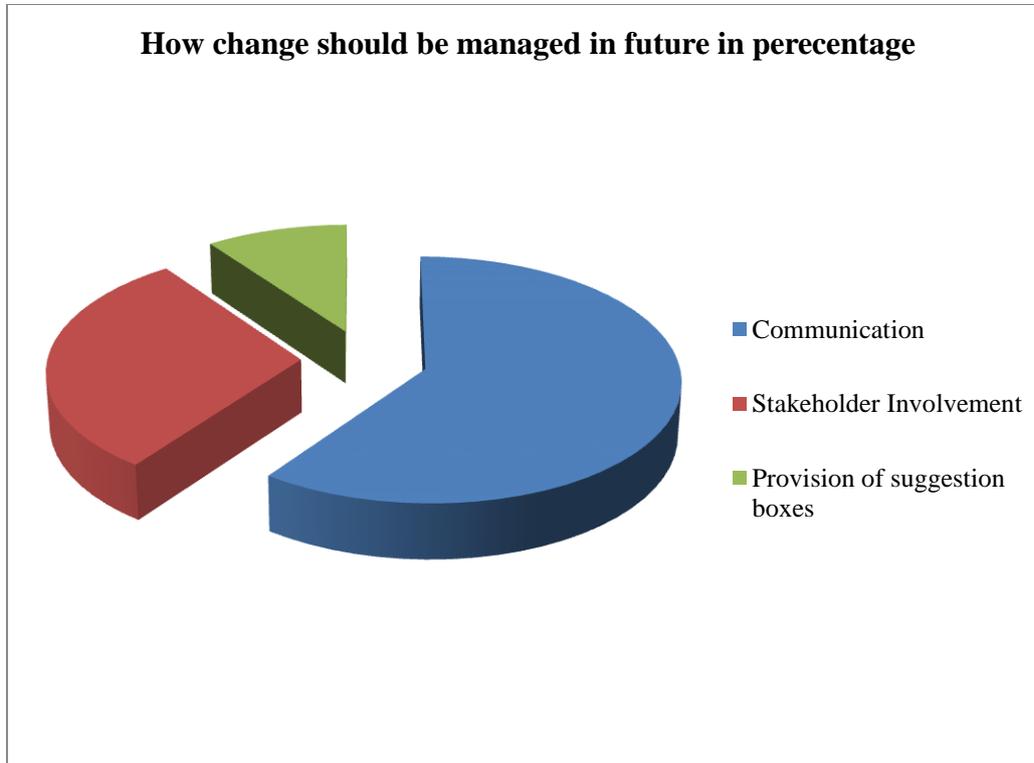
A number of respondents supported the idea of stakeholder involvement as evidenced by one of the respondents arguing that *“Sefako Makgatho University need to consult stakeholders before making decisions and need to do away with all the mistakes that University of Limpopo has committed in the past”*.

### (3) Provision of suggestion boxes

The minority of respondents (10%) suggested that provision of suggestion boxes can be an effective way to manage change because employees would not be shy to make their contributions. One of the respondents argued that *“suggestion boxes should be provided to encourage staff to participate”*.

In support of the above statement, one of the respondents argued that *“provision of suggestion boxes will be a good idea because most of the staff members are not participating in suggesting ideas because they fear victimisation. If suggestion boxes are provided, it gives a platform for everyone to contribute their idea without fear”*.

In analysis of the above theme, it seem to suggest that respondents have a strong feeling that anonymity in their suggestion pertaining to how change should be managed in future at SMU is of paramount importance. The idea of providing employees with suggestion boxes is also an indication of the need for management to get participation and involvement of all employees. Figure 4.5 underneath shows the participants’ suggestions of how they think change should be managed in future.



**Figure 4.5: Percentage response on how change should be managed in future at SMU**

## **4.6 SUMMARY**

This chapter presented results from the data that were collected. The presentation started with the biographical information of respondents, followed by measures of their job satisfaction and organisational commitment using standardised questionnaires. Results on the respondents' opinion on how the de-merger of SMU from the University of Limpopo was managed were also presented. Results from the study generally show that respondents were not happy about the change at SMU. Research results further shows that employees were not happy about some factors on job satisfaction and organisational commitment and as such management at SMU should take necessary measures to ensure job satisfaction and organisational commitment. The next chapter will present the summary and discussion of results, conclusion and recommendations.

## **CHAPTER 5**

### **SUMMARY OF RESULTS, RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

This research study intended to determine job satisfaction and organisational commitment of employees in a changing environment at Sefako Makgatho Health Sciences University (SMU). The presentation has been as follows:

Chapter one discussed the statement of the problem, aim and the objectives of the research, the significance of the study, definition of terms and outline of the study.

Chapter two presented the literature review focusing mainly on change management, approaches in managing organisational change, sources of resistance to change and ways of dealing with resistance to change, job satisfaction and theories of job satisfaction, relationship between job satisfaction and job performance, life satisfaction, turnover intentions and organisational commitment were discussed.

Chapter three outlined the research design and method that was used to collect data in this research.

Chapter four presented the results of the study and data analysis.

Lastly, this chapter presents the summary of the results, conclusion and recommendations for future studies.

#### **5.2 SUMMARY AND DISCUSSION OF RESULTS**

This section of this chapter presents the summary of results of this study. As seen in the previous chapter, results were presented in simple frequency tables for demographic details of participants and opinion related questions on job satisfaction and organisational commitment. Chi-Square Test of Independence was also used to test association between demographic details of participants and opinion related questions (i.e. job satisfaction and organisational commitment). The critical region for the association tested was based on alpha 0.005 level. Questions on change management were presented in simple pie charts to depict percentage response from participants.

### **5.2.1 Demographic Details**

The total number of participants was 114. There were more females (61.4%) than males (38.6%). The majority of the respondents were in the age range of 31-40 years and they constitute 34.2% while the lowest number of participants falls in the age range of 30 years and below. Furthermore, the majority of the research participants were administrators (45.6%) compared the minority who were senior managers (1.8%). In addition, the majority (43.9%) of the participants have more than 16 years in service at SMU and the lowest number is for those who have between 11-15 years in service (at 5.3%).

An analysis of participants profile in relation to educational qualifications reveals that the majority of the respondents were diploma holders (27.2%), degree holders were (13.2%), honours holders were (19.3%), master's degree holders were (26.3%) and PhD holders were (14.0%) respectively.

### **5.2.2 Job Satisfaction**

Various items were used in the questionnaire (the MSQ) to measure job satisfaction. Overall, most respondents were satisfied with their jobs at SMU. Further analysis indicates that most respondents were satisfied by their jobs in the following items:

- Being able to keep busy
- The chance to work alone on the job
- The chance to do different things from time to time
- The chance to be “somebody” in the community
- The way my boss handles his/her workers
- The competence of my supervisor in making decisions
- Being able to do things that don't go against my conscience
- The way my job provides for steady employment
- The chance to do things for other people
- The chance to tell people what to do

- The chance to do something that make me use my abilities
- The freedom to use my own judgment
- The chance to try my own methods of doing the job
- The working conditions
- The way my co-workers get along with each other
- The praise I get from for doing a good job
- The feeling of accomplishment I get from the job

Although the majority of respondents seem to be satisfied with a number of indicators, some indicators were not satisfying them effectively hence management at SMU should do something to boost motivation and job satisfaction to employees on those indicators. Some of the indicators that management should pay attention to include the following:

- The way company policies are put to practice
- My pay and the amount of work I do
- The chances for advancement on this job

Evidence from the findings of this research suggests that employees are not satisfied with the following:

(a) The way company policies are put to practice

- The research results shows that the majority of females (80%) were significantly less satisfied with the way company policies are put to practice as compared to their male counterparts. It was also discovered that (90%) of respondents were unhappy about the way change was managed at SMU which simply translate to the way management at SMU manage the implementation of policies.
- The majority of respondents (76.5%) in the age range of 51 years and above were significantly less satisfied with the way company policies are put into practice. Most of the respondents who were less satisfied in the older age category has also been working within the organisation for 16 years and above hence they know well how management at SMU implement change and the way the put company policy into practice.

(b) My pay and the amount of work I do

- Evidence from the research results show that the majority of females (78.6%) were significantly less satisfied with the pay and the amount of work they do compared to only 56.8% of males who were also dissatisfied with that. Mafini and Dlodlo (2014) stated that it has been a norm that most employees are not satisfied about the pay and the amount of work they do. When employees are dissatisfied with their salaries, they tend to withdraw their efforts in the organisation hence productivity of the organisation will suffer.

(c) The chances for advancement on this job

Luthans (2011) stated that employees have a great desire for advancement failure of which will cause them to be dissatisfied with their jobs hence less job commitment.

- Research results shows that the majority of females (68.6%) were significantly less satisfied with the chance for advancement on their jobs compared to only 50% of males who were also dissatisfied with that.
- The majority 92.3% of Associate Professors as well as 80% senior lecturers were significantly dissatisfied with the chance for advancement on their jobs compared to junior lecturers.
- Further results shows that the majority (86.7%) of PhD holders as well as 87.5% of degree holders were significantly dissatisfied with the chance for advancement.

### **5.2.3 Organisational Commitment**

Results from the study indicate that the majority of the respondents are committed to work at SMU. Respondents showed greater commitment on the following items:

- I do not feel any obligation to remain with my current employer
- I would be happy to spend the rest of my career with this organisation
- Even if it were to my advantage, I do not feel it would be right to leave my organisation right now
- I really feel as if this department's problems are my own
- Right now, staying with my department is a matter of necessity as much as desire

- I do not feel a strong sense of “belonging” to my department
- I do not feel “emotionally attached” to this department
- I do not feel like part of the family at my department
- This organisation deserves loyalty
- If I had not already put so much of myself into this department, I might consider working elsewhere
- I would not leave my organisation right now because I have a sense of obligation to the people in it
- I would feel guilty if I leave my organisation
- This department has a great deal of meaning for me

Further analysis of results shows that respondents who are 30 years and below would not want to stay in the organisation for the rest of their career. However, they are committed to the organisation mostly due to thinking that options are limited outside of their current employment.

In addition respondents with age ranging from 51 years and above are greatly committed as those with 16 years and above of job experience in their current position. The major reason behind this is calculative commitment because they calculate the cost of leaving the organisation and the benefits of remaining at SMU. Employees in this category might have invested their pension fund much into the organisation hence the desire to remain committed at SMU.

#### **5.2.4 Change Management**

Results from the study indicate that participants have mixed feelings about the management of change at SMU. The discussion below is going to show the percentage response per question asked to respondents.

- The majority of respondents (90%) show that they were happy about the de-merger of SMU from University of Limpopo (UL) and the way this de-merger was managed whilst the minority (10%) were not happy about the de-merger at SMU.

- Most of the respondents (70%) indicated that according to their understanding the reason for change at SMU was for efficient service delivery to the surrounding community of SMU, 30% of the respondents argued that political interference was the major reason for change at SMU.
- The majority of the respondents (60%) indicated that it is too early to comment if change was beneficial at SMU, 30% of the respondents argued that change was beneficial and 10% of the respondents argued that change was not beneficial at SMU.
- The majority of respondents (90%) feel that change was not managed well whilst the minority of the respondents (10%) felt that change was well managed at SMU.
- Most of the respondents (60%) suggested communication as the best way to effect change at SMU in future, 30% of the respondents suggested that stakeholder involvement is necessary in management of change in future and (10%) of respondents argue that provision of suggestion boxes will help employees to air their views in relation to change in future. On a concluding note the participants suggested ways of managing change at SMU in future. The following were suggested:
  - Communication
  - Stakeholder Involvement
  - Provision of suggestion boxes

### **5.3 RECOMMENDATIONS**

Recommendations in this study will be based on the findings of this particular research in terms of job satisfaction, organisational commitment and change management as discussed above. Recommendations on job satisfaction will focus on measures that can be put in place at Sefako Makgatho Health Sciences University to boost employee motivation to their current jobs.

#### **5.3.1 Measures to Improve Job Satisfaction**

Since employees are not satisfied with the above factors at work, the following recommendations will help in job satisfaction at SMU.

- Consult employees when implementing policies

- Salary revision and benchmarking
- Provision of fringe benefits
- Training and development of staff members for their personal and career growth
- Empower staff members by allowing them to attend conferences and workshops
- The University and the Human Resources department must make employees aware of procedures and policies for promotion in the organisation.

Staff empowerment in the form of information dissemination as well as training is also important. This may be especially true for women; those participants with a few years' of experience in the institution; and those younger than 30 years of age as these groups appear to be unhappy with their salaries and do not see any prospects for advancement in their careers.

### **5.3.2 Measures to Improve Organisational Commitment**

A critical analysis of the research findings suggests that some respondents are less committed to work at SMU because they feel that they earn less than what they are supposed to be paid, they are unfairly treated, they are not consulted when policies are made and they are deprived of promotion when it is due. The following strategies can be used to improve organisational commitment:

- Adequate remuneration of personnel
- Supporting staff in relation to training and development
- Improvement supervision
- Allow flexible working time
- Employ adequate staff in departments that are under staffed
- Employee involvement
- Performance bonuses
- Skills based payment

### **5.3.3 Measures to improve Change Management in future**

Results in the current study reveal that participants were mainly not happy about the way change was managed at SMU. This may also be linked with the fact that they were not pleased with the way policies are implemented in the institution (as reflected in responses to item number 12 of the MSQ). Some respondents even stated that they were not happy about the new name of the university SMU because the university was named after an unpopular person and the University personnel feel they were not consulted in terms of name suggestions. The following are the recommendation of managing change in future at SMU:

- Education and communication
- Employee participation
- Facilitation and support

### **5.3.4 Future Research**

Further recommendations are based on the way this research can be replicated in future. A large research can be done with respondents from different universities to compare if they respond the same. A large sample will ensure that the results can be generalised to the outside world.

## **5.4 CONCLUSIONS**

The aim of the study was to determine job satisfaction and organisational commitment in a changing environment at Sefako Makgatho Health Sciences University (SMU). Since Medunsa campus was incorporated into the new University (SMU) in January 2015, this study also seeks to find out the perception of employees about how change was implemented in the organisation.

The results show that employees are generally satisfied with their jobs. Although the majority of respondents were satisfied with their jobs as shown on indicators above, Management of

SMU should do something to effectively deal with the items below to enhance job satisfaction.

- The way company policies are put to practice
- Salaries and benefits for better retention of especially younger employees and women
- Amount of work, implying the need to employ additional personnel so that staff should not feel overworked
- The chances for advancement on this job

The results of the study further indicate that employees at SMU are generally committed to their jobs. Results from the study further confirm that employees at SMU were not happy about the way change was managed. They alluded to political reasons as one of the reasons behind the change. A significant number of employees suggested better ways of managing change in future at SMU.

## **5.5 SUMMARY**

Results from the study shows that respondents are not satisfied with some factors on job satisfaction, organisational commitment and how change was managed at SMU. Management at SMU must be proactive in ensuring that employees are satisfied with their jobs with the aim of retaining them.

Management at SMU should also ensure that they put support mechanisms for employees so that reach their fullest potential in terms of personal and career development.

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Sefako Makgatho Health Sciences University  
**Human Resources**  
Molotlegi Street, Ga-Rankuwa, 0208  
**Telephone:** 012 521 4707 Fax: 012 521 5911  
**Email:** peter@pjmhrconsulting.com  
PO BOX 200, MEDUNSA, 0204

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## **ANNEXURE A: PERMISSION LETTER**

06 May 2015

Mr OZ Mukwawaya  
Lecturer  
Department of Psychology  
SMU

### **RE: REQUEST FOR CONDUCTING A RESEARCH STUDY**

I hereby grant permission to MR OZ Mukwawaya to conduct his research study at the Sefako Makgatho Health Sciences University.

The topic of the study is: **Job satisfaction and organisational commitment in a changing environment: Insights from employees of Sefako Makgatho Health Sciences University.**

I wish you well in your research, as we believe that the study would provide valuable information to us as an employer and would assist us in how to manage problems of this nature in future.

Please contact me should you need further information.

Regards,

**PETER J MORRIS**  
**INTERIM EXECUTIVE DIRECTOR: HUMAN RESOURCES**

## ANNEXURE B: CONSENT FORM

<b>Consent form</b>
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### **Ethics committee**

Project title: **Job satisfaction and organisational commitment in a changing environment: Insights from employees of Sefako Makgatho Health Sciences University**

**Project leaders:** Mr. Owen Z Mukwawaya      **Supervisor:** Ms. MF Rangongo

I \_\_\_\_\_ hereby voluntarily consent to participate in the following project.

I realise that:

1. The ethics committee has approved that individuals may be approached to participate in the study.
2. The aims and methods of research have been explained to me.
3. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation
4. Access to the records that pertain to my participation will be restricted to persons directly involved in the research.
5. Any questions that I may have regarding the research or related matters will be answered by the researchers.
6. If I have any questions about, or problems regarding the study. Or experience and any undesirable effects I may contact a member of the research team.
7. Participation in this research is voluntary and I can withdraw my participation at any stage.
8. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

Signature of participant: \_\_\_\_\_ Signed at: \_\_\_\_\_ this \_\_\_\_\_  
day of \_\_\_\_\_ 2015.

## ANNEXURE C: RESEARCH QUESTIONNAIRE

### MBA MINI- DISSERTATION TITLE: JOB SATISFACTION AND ORGANISATIONAL COMMITMENT IN A CHANGING ENVIRONMENT SURVEY QUESTIONNAIRE

#### PURPOSE

The purpose of this questionnaire is to give you a chance to tell us how you feel about job satisfaction and the chances of remaining committed to work at Sefako Makgatho Health Sciences University (SMU).

Your cooperation in completing this questionnaire is highly appreciated. You will not be remunerated in any way for participating in the study. Please be frank and honest. Give a true picture of your feelings.

#### **CONFIDENTIALITY**

Note that Information obtained from this study will be kept confidential and will only be used for the purposes of completing the study on the relationship between job satisfaction and organisational commitment. Results from this study will be made available to all interested stakeholders.

#### **INSTRUCTIONS**

This questionnaire consists of four sections. Section A, you must tell us about yourself without revealing your identity. Section B has questions that elicit job satisfaction. Section C has questions that elicit organisational commitment and section D asks questions about your perception of the changes in your organisation and how they were managed.

<b>SECTION A: DEMOGRAPHIC INFORMATION</b>					
<i>Please mark the appropriate answer with an X</i>					
Gender	Male			Female	
Age Category	30 years and below	31 to 40 years	41 to 50 years	51 years and above	
Position within the Organisation	<b>Lecturing</b> Junior Lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> Senior Lecturer <input type="checkbox"/> Associate Professor <input type="checkbox"/> Full Professor <input type="checkbox"/>			<b>Administration</b> Administrator <input type="checkbox"/> Low Management <input type="checkbox"/> Middle Management <input type="checkbox"/> Senior Management <input type="checkbox"/>	
Job Experience	Less than 2 years	2 to 5 years	6 to 10 years	11 to 15 years	16 years and above
Educational Qualification	Diploma	Degree	Honours	Master's	PhD

**SECTION B: JOB SATISFACTION**

**Decide how you feel about the following statements: indicate your response with an X**

- ✓ If you feel that the statement is much more than you expected (or you are much more than satisfied) in relation to your job then mark **Strongly satisfied**
- ✓ If you feel that the statement is what you expected (or you are satisfied) in relation to your job then mark, **Satisfied**
- ✓ If you feel that the statement is less than expected (or you are less than satisfied) with the statement in relation to your job then mark, **Dissatisfied**
- ✓ If you feel that the statement is much less than expected (or you are much less than satisfied) in relation to your job then mark, **Strongly dissatisfied**

**In my present job, this is how I feel ...**

1. Being able to keep busy all the time	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
2. The chance to work alone on the job	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
3. The chance to do different things from time to time	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
4. The chance to be “somebody” in the community	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
5. The way my boss handles his/her workers	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
6. The competence of my supervisor in making decisions	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
7. Being able to do things that don’t go against my conscience	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
8. The way my job provides for steady employment	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
9. The chance to do things for other people	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
10. The chance to tell people what to do	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
11. The chance to do something that make me use	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied

my abilities				
12. The way company policies are put to practice	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
13. My pay and the amount of work I do	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
14. The chances for advancement on this job	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
15. The freedom to use my own judgment	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
16. The chance to try my own methods of doing the job	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
17. The working conditions	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
18. The way my co-workers get along with each other	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
19. The praise I get for doing a good job	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied
20. The feeling of accomplishment I get from the job	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied

**SECTION C: ORGANISATIONAL COMMITMENT**

**Decide how you feel about the following statements: indicate your response with an X**

- ✓ If you feel that the statement is much more than expected (or you are much more than satisfied) in relation to your job then mark, **strongly Agree**
- ✓ If you feel that the statement is what you expected (or you are satisfied) in relation to your job then mark, **Agree**
- ✓ If you feel that the statement is less than expected (or you are less than satisfied) with the statement in relation to your job then mark, **Disagree**
- ✓ If you feel that the statement is much less than expected (or you are much less than satisfied) in relation to your job then mark, **strongly disagree**

**In my present job, this is how I feel ...**

1. It would be very hard for me to leave this	Strongly Disagree	Disagree	Agree	Strongly Agree
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organisation right now even if I wanted to				
2. I do not feel any obligation to remain with my current employer	Strongly Disagree	Disagree	Agree	Strongly Agree
3. I would be very happy to spend the rest of my career with this organisation	Strongly Disagree	Disagree	Agree	Strongly Agree
4. One of the few negative consequences of leaving this organisation would be the scarcity of available alternatives	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Even if it were to my advantage, I do not feel it would be right to leave my organisation right now	Strongly Disagree	Disagree	Agree	Strongly Agree
6. I really feel as if this department's problems are my own	Strongly Disagree	Disagree	Agree	Strongly Agree
7. Right now, staying with my department is a matter of necessity as much as desire	Strongly Disagree	Disagree	Agree	Strongly Agree
8. I do not feel a strong sense of 'belonging' to my department	Strongly Disagree	Disagree	Agree	Strongly Agree
9. I feel that I have too few options to consider leaving this department	Strongly Disagree	Disagree	Agree	Strongly Agree
10. I do not feel "emotionally	Strongly Disagree	Disagree	Agree	Strongly Agree

attached” to this department				
11. I do not feel like part of the family at my department	Strongly Disagree	Disagree	Agree	Strongly Agree
12. This organisation deserves loyalty	Strongly Disagree	Disagree	Agree	Strongly Agree
13. If I had not already put so much of myself into this department, I might consider working elsewhere	Strongly Disagree	Disagree	Agree	Strongly Agree
14. I Would not leave my organisation right now because I have a sense of obligation to the people in it	Strongly Disagree	Disagree	Agree	Strongly Agree
15. I would feel guilty if I leave my organization now	Strongly Disagree	Disagree	Agree	Strongly Agree
16. This department has a great deal of personal meaning for me	Strongly Disagree	Disagree	Agree	Strongly Agree
17. Too much of my life would be disrupted if I decided I wanted to leave my department now	Strongly Disagree	Disagree	Agree	Strongly Agree
18. I owe a great deal to my organization	Strongly Disagree	Disagree	Agree	Strongly Agree

**SECTION D: CHANGE MANAGEMENT**

Briefly explain the following in relation to your job

Briefly explain your feelings about the de-merger?

Briefly explain in your own view the reasons for change in your organization

In your view, do you think change was beneficial at Sefako Makgatho University? Explain briefly

How was the change process managed at Sefako Makgatho University?

Any other information that you feel would help Sefako Makgatho manage change in future?

**Thank you for your time and honest responses!**